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# EASY GRAMMAR AND ORAL COMPOSITION

Date.....

ERNAKULAM.

BOOK I FOR FORM I

450

BY

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WITH A FOREWORD BY

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## PREFACE

1. "As dry as Grammar," is a common saying among young pupils. Children unfortunately start with a prejudice against Grammar, and as they grow up, they develop a strong dislike to the study of Grammar. In recent years successful attempts have been made to get the young scholars take to Grammar 'with smiles'. This is the result of adopting rational methods of teaching Grammar within the class-room, and a book of Grammar written on rational lines in language easy enough to be within the comprehension of young children and containing numerous exercises to work through, is a valuable aid to the teaching of the subject. There are a few such books already in the field, but there is room for many more.

2. Our Easy Grammar and Oral Composition Books I, II and III, have been written on up-to-date lines by Mr. T. S. Viraraghavachari, M.A., L.T., an experienced Headmaster and English teacher for nearly two decades. In the preparation of the series, the author has called into play the results of his experiments in the rational methods of teaching English Grammar and Composition to the pupils of the first three Forms. Though he has sought to incorporate in the books the suggestions of several Headmasters and English Teachers of the southern districts with whom he loved to discuss this momentous topic and the conclusions arrived at in the refresher courses he has attended from time to time, yet the treatment adopted in these books is, in a large measure, a replica of the matter and method he has successfully tried in the schools captained by him for the last eighteen years. The departmental syllabus has, of course, been

kept in view, though a departure has been made in a few places to make the syllabus really workable, having regard to local conditions. Book I treats of elementary notions of Grammar, and makes the young reader acquainted with the simple Parts of Speech and the construction of simple sentences. Book II working on a concentric basis gently leads the pupil to learn more and more details of Grammar and to construct easy paragraphs composed of simple sentences. Book III lays claim to equip the reader with a complete knowledge of all essentials, both in Grammar and Composition, that a scholar just about to enter the High School Course is expected to possess. The section on written composition is designed to provide adequate training to the young scholar in the various types of composition, proficiency in which is tested in written examinations from time to time.

3. The exercises both in Grammar and Composition may be allotted to the class as *assignments* and are designed to give ample scope for individual as well as team work. We wish to point out that with very little help or guidance from the teacher the pupil can work through the exercises at home with great profit to himself. In tackling the exercises in Grammar the pupil will be really doing valuable composition work at the same time though he may not be aware of it. It is indeed a rational method which seeks to make oral composition the basis of all Grammar work. If our little books serve this end in however small a measure, we shall feel amply justified in placing them in the field.

4. All suggestions for improvement and constructive criticisms will be most thankfully received and incorporated in the next edition.

THE PUBLISHERS.

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## FOREWORD

There was a time when it was the fashion to decry the formal teaching of Grammar. The pupil was to elaborate his own Grammar out of his Text-books, to make his own Grammar. He had no need of a Grammar book. We now witness the results of such a policy. What would we say of a Science student who would confine his study to Text-books?

To know a language is to be able to write it and speak it correctly. Power to write and speak correctly implies not only the knowledge of the words, but also ability to use them in the proper manner. This ability is acquired by practice, and practice means methodical training in Composition, oral and written.

Composition is to the study of English, of any language, what laboratory practice is to the study of science. As a student will never really know science unless he goes through a practical course, so a student will never really know English unless he goes through a practical course in English, unless he exercises himself in Composition, oral and written.

Grammar is to Composition what scientific materials are to the study of Science. The composition class is the language laboratory. It follows then that any intelligent, well-conceived attempt to improve that sort of laboratory work, to improve the pupil's power to speak and write English correctly, deserves encouragement. The present book is such an attempt by an experienced, judicious and enthusiastic Headmaster.

I wish it the success it deserves.

Loyola College, Madras,  
April 5, 1934.

F. BERTRAM, S. J.,  
*Principal, Loyola College*  
*and*  
*Vice-Chancellor,*  
*University of Madras.*

## OPINIONS

We consider this series as a very successful attempt at combining Grammar and Composition, where grammar is stressed not as a series of injunctions how the language ought to be used, but as an integral part of the language and chiefly concerned with the building up of sentences from their component parts in accordance with the canons of usage. This book seeks to teach the essentials of grammar by means of properly prepared assignments in the shape of exercises. These exercises when done in class will provide the necessary drill in correct speaking. The assignments are also suitable for individual work. The author and the publishers deserve to be congratulated on this very useful publication.

---*The South Indian Teacher.*

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This graded series of Easy Grammar and Oral Composition seeks to teach the subject on up-to-date lines. Pains have been taken to make the treatment rational and interesting to pupils. Each lesson dwells on an important principle, in simple and clear language, which is brought home by a set of exercises serving as assignments encouraging individual work. Book I treats of the Simple Parts of Speech, Book II enlarges pupils' knowledge of Book I on concentric lines, and Book III seeks to equip students with a complete knowledge of the essentials of the subject to be learnt before entering the High School stage. The whole series has been intelligently designed, and Book III will be found highly valuable even in the higher forms. The section relating to Composition gives useful types suited to the needs of the class, which will be greatly helpful in developing the powers of composition of pupils. We heartily commend the use of the series in all schools.

—*The Indian Educator.*

The prefatory note says, "In the preparation of the series the author has called into play the results of his experiments in the rational methods of teaching English Grammar and Composition to the pupils of the first three Forms." *Book III is quite suited to the requirements of Form III.* Part I deals with the parts of speech and 'how to parse' comes up last taking ten pages. Sentence structure, analysis, syntax, sequence of tenses, direct and indirect forms of narration, idiomatic use of articles, all these take up Part II. Parts III and IV are devoted to composition, oral and written respectively.

The book has been carefully compiled both in point of matter and arrangement. The grammar taught is on inductive lines and exercises are a regular feature. Part III devoted to oral composition deals with 'Interchange of different types of sentences,' 'substitution of one part of speech for another,' 'conversion of simple into complex sentences' and vice versa, 'combination of sentences,' 'combination of simple sentences to make a continuous story,' 'short stories for reproduction,' and 'expansion of story outlines.' Part IV devoted to written composition deals with punctuation marks, rewriting short stories, writing the substance of story poems, descriptive composition, letter-writing and dialogue. In parts III and IV the author gives useful directions to the teacher, works up models, and has spared no pains to get together a good collection of exercises. *The book is sure to meet a felt need.*

—*The Hindu.*

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To simplify English Grammar to the understanding of children, to really grade it so as to help them gently on to the more and more difficult, and at the same time to make the work sufficiently comprehensive for a very decent start in



Linguistic, require a thorough practical knowledge of the subject born of actual class-room experience.

This virtue the author abundantly displays in his three books styled "Easy Grammar and Oral Composition." It is to be hoped the little ones benefiting by the series will not be repulsed by the dryness of the subject, but will be attracted by its helpfulness in making their speaking and writing clear and precise.

<i>Palghat,</i>  14-7-'34.	}	K. S. VAIDYANATHAN, M.A., L.T.,  <i>Lecturer in English,</i>  <i>Govt. Victoria College.</i>
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I am glad to find that Mr. T. S. Viraraghavachari, M.A., L.T., has brought out three little books on Grammar and Oral Composition, for the Lower Secondary Forms. A Headmaster of over 20 years' standing, and himself a teacher of English, he has brought to bear on his work the result of his vast experience. The books are written on the concentric system. The First Book deals with the bare Parts of Speech only, with a bit of Analysis. A few details, such as, number, gender, case and tense are slightly introduced in the Second Book; while the Third Book too contains much greater details, giving a finishing touch to the subject. The large number of examples in simple language, will be a great help to the teacher and the taught.

The books are, in short, quite suitable for the classes intended, and a mastery of them will give the pupils a good grounding in English.

<i>Srirangam,</i>  14-7-'34.	}	M. C. RAJAGOPAL NAYUDU, B.A., L.T.,  <i>Headmaster,</i>  <i>The High School, Srirangam.</i>
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EASY GRAMMAR  
AND  
ORAL COMPOSITION  
BOOK I  
PART I

The Parts of Speech

LESSON 1. THE NOUN

1. Are you a *boy* ?  
Yes, I am a *boy*.  
Am I a *boy* ?  
No, you are a *man*.  
What is your *father* ?  
My father is a *teacher*.  
Do you love your *mother* ?  
Yes, I love my *mother*.  
How old is your *sister* ?  
My *sister* is ten years old.

The words in italic type are *names*. They are names of *persons*.

2. What is your name ?  
My name is *Krishna*.  
Next boy, what is your name ?  
My name is *Rama*.



Next boy, what is your name ?

My name is *Gopal*.

Next boy, what is your brother's name ?

My brother's name is *Hari*.

The words in italic type are *names*. They are names of *persons*.

3. *Read the following sentences :—*

That is our *cow*.

Where is your *dog* ?

That is a nice *cat*.

*Horses* eat grass.

The words in italic type are *names*. They are names of *animals*.

### Assignment 1

*Pick out the names of persons and animals in the following sentences :—*

#### I

1. Sita is singing.
2. That boy is reading.
3. Hari is laughing.
4. This is a nice pony.
5. This is my cousin.
6. The crow is a black bird.
7. A snake bit the child.
8. An old man had three sons.
9. The owl eats small birds.
10. My uncle has a parrot.

#### II

11. Some monkeys have no tails.
12. The hunter shot a tiger.
13. Once a fisherman caught many fish.

14. Jack killed the giant.
  15. The two friends saw a bear.
  16. The fox soon carried off a cock.
  17. A lion can kill an elephant.
  18. Akbar was a great king.
  19. Queen Mary loves little girls.
  20. Karim is a tailor.
- 

## LESSON 2. THE NOUN (*continued*)

1. Ramesh, where do you live? I live in *Madras*.  
Where is your brother now? He is at *Agra*.  
Where is *Delhi*? *Delhi* is in *India*.  
Where is *London*? *London* is in *England*.

The words in italic type are *names*. They are names of *places*.

### 2. *Read these sentences :—*

There are fine roses in our *garden*.  
Our *house* is in the next *street*.  
Shall we go to the *market*?  
Our *school* is a mile from the *railway station*.

The words in italic type are *names*. They are names of *places*.

### 3. *Read the following sentences :—*

My *watch* is broken.  
Give me a *pencil*.  
I lost my *book*.  
Have you a *bicycle*?  
He found a *purse*.

The words in italic type are *names*. They are names of *things*.

4. Abdul, give the names of six things in your class-room.

*Table, bench, chair, black-board, map, chalk.*

## LEARN :

All names are NOUNS.

A Noun is a name.

A Noun is the name of a person, animal, place or thing.

A Noun is the name of anything.

## Assignment 2

*Pick out the names of places and things in the following sentences :—*

### I

1. I bought these books at Trichinopoly.
2. My brother sent me a knife and a fountain-pen.
3. Bring me a cup.
4. Our school has twenty class-rooms.
5. Is there a market in your village ?
6. Madura is a large town in South India.
7. His umbrella is on the table.
8. How many windows are there in your house ?
9. Bring me a bat and a ball.
10. There are many lotuses in this tank.

### II

11. This train goes to Bombay.
12. Sicily is an island near Italy.
13. The clock in my room stopped at noon.



14. The horse dashed out of the stable and jumped over the wall.

15. His axe and bow lay near him.

16. A little fire makes a great smoke.

17. A book and a letter lay on the table.

18. They live in the best house in the street.

19. Little pitchers have long ears.

20. We travelled much in many countries.

### Assignment 3

*Put the Nouns in the following sentences under proper columns of the table :—*

Persons	Animals	Places	Things
---------	---------	--------	--------

#### I

1. That is a fine rose.
2. Poona is a large town near Bombay.
3. Tom is running down the street.
4. An elephant is bigger than a lion.
5. The robbers sat under a tree.
6. The children put on their caps.
7. My aunt gave me this mango.
8. The hunter caught an eagle.
9. He put it into a basket.
10. There is a rope round the neck of the bull.

#### II

11. That bottle is empty.
12. His dog watches his sheep and lambs.
13. An unripe plantain is not good to eat.
14. The king sat on his throne.
15. The foolish goat jumped into the well.
16. Krishna broke his slate.

17. A master must be kind to his servants.
18. The wounded soldiers were taken to the hospital.
19. The gardener brought us some nice grapes.
20. Muthu is our dhobi; he wears a green turban.

### III

21. Savitri was the wife of Satyavan.
22. George will be a doctor.
23. The Ganges is a large river.
24. William became king of England.
25. Karachi is a big city.
26. The train has just left the railway station.
27. Elizabeth is playing with Tom and Alfred.
28. Akbar was a great emperor.
29. The girl is nursing the baby.
30. Ducks, geese and swans can swim, but hens cannot.

### Assignment 4

*In the following sentences underline all the Nouns and say why each is a Noun :—*

#### I

1. The boat sank in the river.
2. The thief was taken to the gaol,
3. A little mouse came out of the hole.
4. The signal went up.
5. The eagle is the king of birds.
6. Hari has a bicycle.
7. The teacher asked Gopi his name.
8. God is in heaven.
9. A road runs across the plain.
10. Tigers are found in the forests of India.

## II

11. The shepherd watches his sheep.
12. The Pandit teaches me Sanskrit.
13. Paris is the capital of France.
14. I saw a great many boys in the playground.
15. The rose is called the Queen of Flowers.
16. Kalidas was a great poet.
17. The policeman ran after the thief.
18. The postman brings us letters.
19. The parrot is fond of sugar.
20. The wolf killed three sheep.

**Assignment 5**

*Write down the names of*

1. six things in your house ;
  2. six towns in India ;
  3. six boys in your class ;
  4. six animals you have seen ;
  5. six places you have visited.
- 

**LESSON 3. THE VERB****I. *Read the following sentences :—***

The ship *sails*.

The wind *blows*.

The lark *sings*.

Rama *runs*.

What does the ship do ? It sails.

What does the wind do ? It blows.

What does the lark do ? It sings.

What does Rama do ? He runs.



*Sails* tells what the ship does.

*Blows* tells what the wind does.

*Sings* tells what the lark does.

*Runs* tells what Rama does.

These words show *doing*. They tell what the person or thing named does. They are called *Verbs*.

### • LEARN :

A word which tells what a person or thing named does is called a *Verb*.

### Assignment 6

*Underline the words which show doing in the following sentences :—*

#### I

1. The sun rises.
2. The moon shines.
3. Birds fly.
4. Sita writes with a pen.
5. The parrot sits on the tree.
6. The peon rings the bell.
7. The rain falls.
8. The tiger roars in its cage.
9. Hari reads his lessons.
10. Cows eat grass.

#### II

11. The dog barks loudly.
12. The cat killed a rat.
13. Susil runs fast.
14. Tagore wrote the story.
15. King George ruled over us.
16. The king lives in his palace.

17. Children love flowers.
18. The hounds caught the fox.
19. The horse kicked the dog.
20. Tom broke my slate.

### Assignment 7

*Place a Noun before each of the following words which show doing :—*

- |               |                 |
|---------------|-----------------|
| 1. ——— jumps. | 6. ——— roar.    |
| 2. ——— walks. | 7. ——— gallops. |
| 3. ——— barks. | 8. ——— sleeps.  |
| 4. ——— sings. | 9. ——— plays.   |
| 5. ——— came.  | 10. ——— burns.  |

### Assignment 8

*After each of the following Nouns place a word which tells what the person or thing named does :—*

- |                    |                       |
|--------------------|-----------------------|
| 1. The stars ———.  | 11. The peon ———.     |
| 2. The sun ———.    | 12. Flowers ———.      |
| 3. The bell ———.   | 13. The cat ———.      |
| 4. The wind ———.   | 14. Sita ———.         |
| 5. The tiger ———.  | 15. The children ———. |
| 6. The parrot ———. | 16. Rivers ———.       |
| 7. Horses ———.     | 17. Lions ———.        |
| 8. Soldiers ———.   | 18. Birds ———.        |
| 9. The thief ———.  | 19. Cows ———.         |
| 10. The clock ———. | 20. Rain ———.         |

### Assignment 9

*Fill up the blanks in the following sentences with a word which shows doing :—*

1. The cow ——— us milk.
2. Cows ——— grass.

3. Horses —— carts.
  4. Tom —— his slate.
  5. Horses —— hay.
  6. The moon —— in the sky.
  7. Flowers —— in the garden.
  8. The girl —— a letter.
  9. Boys —— in the playground.
  10. Cats —— mice.
  11. Rama —— tea.
  12. The peon —— the bell.
  13. The hunter —— a lion.
  14. The wolf —— a sheep.
  15. The ass —— a load.
  16. Hens —— eggs.
  17. Birds —— nests.
  18. Abdul —— very fast.
  19. The dog —— the thief.
  20. Tailors —— coats.
- 

#### LESSON 4. THE VERB (*continued*)

##### 1. *Read the following :—*

I *am* a boy.

Sita *is* a clever girl.

You *are* our teacher.

These *are* oranges.

Akbar *was* a king.

The boys *were* lazy.

The words in italic type show *being* and not *doing*.

They are also *Verbs*. They are forms of the Verb '*to be*.'



**LEARN :**

A Verb is a word which shows DOING or BEING.

2. *Read these sentences :—*

*I am running.*

*Sita is singing.*

*You are eating.*

*Boys are playing.*

*The ship was sailing.*

*The soldiers were marching.*

*Rama has been working hard.*

*I have been reading for two hours.*

The words in italic type are verbs.

In each of the first six sentences, two words make one verb. In the last two, three words make one verb.

Sometimes a verb consists of two or more words. Such verbs are called *Compound Verbs*.

3. *Read these sentences :—*

*I am not reading.*

*He is often thinking of me.*

*He has not been reading.*

Compare the verbs here with those in section 2 above. In the examples in section 2, the words making the verb are next to each other. Here they are separated by a word which comes between.

The words making a Compound Verb need not be next to each other.

### Assignment 10

*In the following sentences point out the forms of the Verb 'to be':—*

1. February is the second month in the year.
2. The nights are long in winter.
3. The man was a soldier.
4. The boys were happy.
5. The stars are beautiful.
6. Adam was the first man.
7. Tom and Brown were friends.
8. I am glad to see you.
9. Grass is green.
10. He was a brave general.

### Assignment 11

*Fill in each of the blanks with a form of the Verb 'to be':—*

1. I — a boy.
2. We — brothers.
3. Sugar — sweet.
4. The girls — at school yesterday.
5. Kalidasa — a great poet.
6. The Alps — high.
7. The horse — dead.
8. Those animals — lions.
9. Mary — our Queen.
10. Old king Cole — a merry old soul.

### Assignment 12

*Underline the Compound Verbs in the following sentences:—*

1. The dew was falling fast.
2. Tom was not studying his lesson.
3. You are wasting your time.

4. No, I am not wasting my time.
  5. The clock has just struck two.
  6. Rama has won a prize.
  7. Gopi is not sleeping.
  8. The lecturer has been speaking for an hour.
  9. The river has never been very full.
  10. The boys had been swimming.
  11. These houses have not yet been sold.
  12. By whom were those pictures painted ?
  13. Were those roses cut to-day ?
  14. The pupils are now saying their lessons.
  15. Our garden is daily watered.
- 

## LESSON 5. THE ADJECTIVE

### I. *Look at the following :—*

I have a pencil.      I have a *green* pencil.

In the second sentence we use the word *green*. It is added to the noun *pencil* to show what sort of pencil it is.

### *Compare the following sentences :—*

Sita wears a saree.	Sita wears a <i>red</i> saree.
Tom rides a horse.	Tom rides a <i>black</i> horse.
Hari is a boy.	Hari is a <i>clever</i> boy.
The cocoanut is a tree.	The cocoanut is a <i>tall</i> tree.
We live in a house.	We live in a <i>large</i> house.

The words in italic type tell us of what sort or kind the nouns coming after them are. They add to the meaning of the nouns coming after them. They are called Ad-nouns or *Adjectives*. *Adjective* means *added*.

An adjective *describes* the noun coming after it.

An adjective *qualifies* a noun.

2. *Compare the following sentences :—*

A

B

This is a *green* pencil.

This pencil is *green*.

Those are *black* rats.

Those rats are *black*.

It is a *deep* river.

The river is *deep*.

An adjective *usually* goes before a noun, but *not always*. It may come after it. Note the position of the adjectives in B. They are placed after the verbs.

### Assignment 13

*Underline the adjectives in the following sentences :—*

I

1. Sarat is a good boy.
2. Tom is an idle lad.
3. These are ripe mangoes.
4. Those are bad oranges.
5. John wrote a long letter.
6. The mad dog was killed.
7. The ant is a tiny creature.
8. They are in great trouble.
9. Once there lived a poor old man.
10. The peacock is a beautiful bird.

II

11. This dog has short legs and a thick hairy coat.
12. The hungry fox ate a fat hen.
13. Show me your new coat.



14. A poor fisherman brought a splendid fish.
15. The greedy porter was punished by the rich man.
16. The big dog bit the little girl.
17. The bright moon came out of the dark cloud.
18. The tall trees cast a cool shade.
19. The wise old man gave good advice.
20. The kind father bought new clothes for the good children.

## III

21. Cob's coat is dirty.
22. Those children are happy.
23. This water is cool and pure.
24. The way was long, and the wind was cold.
25. Mohan was honest, but he was stupid.
26. Some beasts are wise and some are foolish.
27. Roses are red or white.
28. The river was broad and deep.
29. The princess was young and fair.
30. The day is cold and dark, and the sea is rough.

**Assignment 14**

*Place a suitable adjective in each of the blank spaces in the following sentences :—*

## I

1. Hari is a——boy.
2. Sita is a——girl.
3. Tom has a——slate.
4. Madras is a——city.

5. A——boy obeys his parents.
6. Give me a——drink.
7. A fox once fell into a——well.
8. Abdul cut his finger with a——knife.
9. The——sun shines in the——sky.
10. The——girl plucked a——rose.

## II

11. This rope is——.
12. Those apples are——.
13. These flowers smell——.
14. The tank was——.
15. The child's face is——.
16. His father is——.
17. The moon was——.
18. Tom's coat is——.
19. The noise was——.
20. The old man felt very——.

**Assignment 15**

*Make short sentences using an adjective before each of the following nouns :—*

— ink ; — sky ; — grass ; — river ; — book ; — roses ;  
— doll ; — children ; — dog ; — ball.

**Assignment 16**

*Make short sentences putting a noun after each of the following adjectives :—*

black	great	happy	bright	strong
sweet	dark	rich	long	dull
wise	good	large	honest	mad

---

## LESSON 6. THE ADVERB

I. *Compare the following sentences :—*

A

B

Rama sleeps.

Rama sleeps *soundly*.

The lark sings.

The lark sings *sweetly*.

The wind blows.

The wind blows *wildly*.

The river flows.

The river flows *swiftly*.

*How* does Rama sleep ?

*soundly*.

*How* does the lark sing ?

*sweetly*.

*How* does the wind blow ?

*wildly*.

*How* does the river flow ?

*swiftly*.

*Soundly* adds to the meaning of the verb *sleeps*.

*Sweetly* adds to the meaning of the verb *sings*.

*Wildly* adds to the meaning of the verb *blows*.

*Swiftly* adds to the meaning of the verb *flows*.

These are called *Adverbs*.

A word which adds to the meaning of a verb is called an *Adverb*.

An Adverb goes with a verb. Each Adverb in the above examples is an answer to the question '*How?*' It tells how a thing is done. It shows the manner of the action.

Adverbs that tell how a thing is done, or that show the manner of the action are called *Adverbs of Manner*.

*Note how these Adverbs are formed.*

<i>Adjective</i>	<i>Adverb.</i>
Sound	soundly
Sweet	sweetly
Wild	wildly
Swift	swiftly

'*ly*' is added to the Adjective to make it an adverb. Many Adverbs of manner are formed in this way.

2. *Read the following :—*

How does Tom walk ?	Tom walks <i>fast</i> .
How does Mary read ?	Mary reads <i>well</i> .
How did Dick hold his hand ?	Dick held his hand <i>thus</i> .

*Fast, well, thus* are Adverbs. They answer the question '*How?*' They are adverbs of manner. But they do not end in *ly*.

### **Assignment 17**

*Ask the question 'how?' and supply an adverb in each of the following sentences. Select a suitable Adverb from the list given in the margin :—*

- |  |                              |
|--|------------------------------|
| Correctly, slowly,<br>bravely, loudly,<br>brightly, swiftly,<br>softly, merrily,<br>kindly, heavily. | 1. I worked the sum —.       |
|  | 2. The girls laughed —.      |
|  | 3. The lions roared —.       |
|  | 4. The birds fly —.          |
|  | 5. The sun shines —.         |
|  | 6. Ravana fought —.          |
|  | 7. Savitri spoke —.          |
|  | 8. Rain fell —.              |
|  | 9. Your father treated me —. |
|  | 10. The old man walked —.    |



LESSON 7. THE ADVERB (*continued*)1. *Read the following sentences :—*

1. *When* did Sirish go to Madras ?  
Sirish went to Madras *yesterday*.
2. *When* will Rama come ?  
Rama will come *to-morrow*.
3. *When* will Hari start ?  
Hari will start *to-day*.
4. *When* will the match begin ?  
The match will begin *now*.
5. *When* do you go to bed ?  
I go to bed *late*.
6. *When* do you rise ?  
I rise *early*.
7. *When* will Leela return ?  
Leela will return *soon*.

*Yesterday, to-morrow, to-day, now, late, early* and *soon* add to the meaning of the Verb. They are Adverbs. They answer the question '*When?*' They tell when a thing is done ; that is, they show the time of the action. They are called *Adverbs of Time*.

2. *Read the following sentences :—*

1. *Where* did Rama sit ?  
Rama sat *here*.
2. *Where* does the mango tree stand ?  
The mango tree stands *there*.
3. *Where* is the sky ?  
The sky is *above*.

4. *Where* did Sita go ?

Sita went *home*.

5. *Where* is Hari waiting ?

Hari is waiting *outside*.

*Here, there, above, home, and outside* add to the meaning of the Verb. They are *Adverbs*. They answer the question '*Where?*' They tell where a thing is done. They show the *place* of the action. They are called *Adverbs of Place*.

### LEARN :

Words which add to the meaning of Verbs, and which tell *how* or *when* or *where* a thing is done are Adverbs.

### Assignment 18

*Pick out the Adverbs in the following sentences and say of what kind each is :—*

#### I

1. I can do it easily now.
2. My father arrived yesterday.
3. We formerly lived in Bombay.
4. The dog barks loudly.
5. The ship will sail to-morrow.
6. The girl can sing well.
7. Hari worked hard.
8. The teacher will be here presently.
9. I once saw a large tiger.
10. The children laughed merrily.

11. The horse ran fast.
12. I shall meet you afterwards.
13. Govind came late to school.
14. Will you come back ?
15. Day will break soon.
16. The policeman looked behind.
17. The sailor went below.
18. We heard the noise distinctly.
19. I was blamed unjustly.
20. Fish swim well.

### Assignment 19

*Write answers to the following questions, using Adverbs :—*

1. How do larks sing ?
2. When did your father go to Madras ?
3. When will you come here again ?
4. Where is the messenger waiting ?
5. Where do you go after school ?
6. When did you live there ?
7. Where is the sky ?
8. How does the sun shine ?
9. When will your master see me ?
10. How did the rain fall ?

### Assignment 20

*Insert suitable Adverbs in the blank spaces below :—*

1. The moon was shining ———.
2. The train was moving ———.
3. Tom is studying his lessons ———.
4. Do your task ———.

5. My sister can speak English ——.
6. Take exercise ——.
7. My brother will start for Madras ——.
8. Get ——.
9. The thief ran ——.
10. Speak —— to the child.
11. I slept —— last night.
12. Our uncle treats us ——.
13. Hari is a —— intelligent boy.
14. Walking —— we —— reached home.

---

### LESSON 8. THE PRONOUN

#### 1. *Read the sentences :—*

Abhimanyu was a warrior.

Abhimanyu was a hero.

Here we have used the word *Abhimanyu* twice.

It is clumsy to repeat the noun. It is unnecessary.

#### *Read the sentences now :—*

Abhimanyu was a warrior.

He was a hero.

What have we done? We have simply used the word *he* instead of the noun *Abhimanyu* in the second sentence.

#### *Read the following :—*

1. Sita was Rama's wife.  
Sita was beautiful.  
*She* was beautiful.



2. Rama has a pen.  
The pen writes well.  
*It* writes well.
3. The boys saw the teacher.  
The boys ran away.  
*They* ran away.

In 1, *she* is used to avoid repeating the noun *Sita*.

In 2, *it* is used to avoid repeating the noun *pen*.

In 3, *they* is used to avoid repeating the noun *boys*.

In the above examples, *he*, *she*, *it*, *they* are used to avoid repeating the nouns.

They are used instead of the nouns.

They are used in place of nouns.

They are called *Pronouns*.

*Pro* = for ; *Pro-nouns* = for nouns.

Pronouns are words used for nouns.

2. *Here is a little conversation between the Teacher and Gopal:—*

1. Teacher.—Gopal, I will give you a prize.
2. Gopal.—Thank you, sir. Will you please give a prize for Hari too? He deserves one.

In 1, the teacher says to Gopal, 'I will give you a prize.'

In 2, Gopal says to the teacher, 'Thank you, sir. Will you please give a prize to Hari too? He deserves one.'

In 1, *I* is used for the noun *teacher*.

*You* is used for the noun *Gopal*.

In 2, *I* is used for the noun *Gopal*.

Thank you = I thank you.

*You* is used for the noun *teacher*.

*He* is used for the noun *Hari*.

Thus *I*, *you*, *he* are used in place of nouns. They are Pronouns.

*I* always indicates the *speaker* or the *person speaking*.

*You* indicates the *person spoken to*.

*He* indicates the *person spoken of*.

3. *Look at the following :—*

Gopal says to the teacher, " Hari and I have worked hard. We are sure to pass."

*We* is used for *Hari* and *I*. But *I* stands for Gopal, the speaker. Therefore *we* shows that one of the persons indicated by it is the speaker.

### Assignment 21

*Point out the Pronouns in the following sentences and say for what noun each stands :—*

1. Murthi had a watch. He broke it yesterday.

2. Sugriva had many monkeys. They fought against the Rakshasas.

3. My parrot is very clever. It has bright wings. They are of many colours.

4. Ramu, you are always late.  
Yes, sir, I am very sorry.
5. Rama has left the school. He does not like it.
6. Nila is a clever girl. She sings well.
7. What a fine watch ! Hari, did you get it from  
your uncle ?
8. That boy is Hari. He has no parents.
9. Krishna :—Subbu, have you done your home  
work ?

Subbu :—No, I could not get even one sum  
right.

Krishna :—But you don't sit at it. You are  
wasting your time.

Subbu :—I hate the sums. I get them all  
wrong. So does Rama. He is worse  
than I. Do you really love doing sums ?

---

## LESSON 9. THE PRONOUN (*continued*)

*Read the following sentences :—*

1. Rama says to Sugriva :—

*I* am Rama.

Lakshmana is *my* brother.

He loves *me* much.

*We* are sons of Dasaratha.

No one can beat *us* in battle.

*Our* Kingdom is Ayodhya.

*My, me, we, us, our* are *Pronouns*. *They* are  
*used for himself by the Person speaking.*

2. Rama says to Sugriva :—

*You* need not be afraid of Vali, *your*  
brother.

*You* and *your* are Pronouns. They are used by the Speaker for the person spoken to.

3. (a) Govind is my friend.  
*He* is a clever boy.  
 The teacher gave *him* many books.  
 This is one of *his* books.
- (b) Sita was Rama's wife.  
*She* was very beautiful.  
 Rama loved *her* very much.  
 Janaka was *her* father.
- (c) Have you heard of the Parijata tree?  
*It* is in heaven.  
*Its* flowers never fade.  
 Krishna once brought *it* to the earth.
- (d) Rama and Lakshmana were brothers.  
*They* were heroes.  
 Dasaratha was *their* father.  
 Viswamitra once took *them* to the forest.

*He, his, him, she, her, it, its, they, their, them* are Pronouns. They are used for the persons or things spoken of.

The Pronouns used for the speaker are said to be in the *First Person*.

The pronouns used for the person spoken to are said to be in the *Second Person*.

The pronouns used for the person spoken of are said to be in the *Third Person*.

Pronouns of this class are called *Personal Pronouns*.



Learn the following list of Personal Pronouns :

Persons.	Pronouns.
I.	I, We, My, Our, Me, Us.
II.	You, Your.
III.	He, She, It, They. His, Her, Its, Their. Him, Her, It, Them.

**Note :—***He, his* and *him* are used for men.

*She* and *her* are used for women.

*It* and *its* are used for things.

*They, their* and *them* are used for men, women or things.

### Assignment 22

*Point out the Pronouns in the following sentences and say for what noun each is used :—*

I

1. Babu, why are you always talking ?
2. Oh crow, how beautiful are your wings ! How bright is your eye ! Will you sing a song ?
3. Hari, just lend me your Atlas. I shall return it to you in half an hour.
4. When Sita was sitting in the cottage, she saw a golden deer jumping and leaping before her. She asked Rama to catch it for her.

5. I am fond of children. Do you see them shouting and laughing? They are so happy.

6. Do you see this beautiful watch? My uncle sent it to me. He is such a dear!

7. When my little sister lost her toy, she cried. I promised to get her a new one.

8. They tell me you are a lawyer. May I speak to you?

## II

9. If the book is on the table, you may bring it to me.

10. As I was walking in the field, I saw a snake. It tried to bite me. A man was working hard by. He killed it with a stick.

11. Mani said to Nanu — “Your son asked me to give him my daughter in marriage. I asked my daughter, ‘Are you willing to become his wife?’ She said, ‘I will not marry him.’”

12. Dasaratha said, ‘Rama, will you and Lakshmana go with the Rishi?’ Rama said, ‘Yes, we will go.’

13. Rama said to Govind, ‘If you and I work hard, we may pass our examination.’

14. Hari said to Balu, ‘If you meet Ganesh, ask him to see me.’

15. The farmer said to his sons, ‘Your enemies cannot hurt you. They will be afraid of you.’

16. Karim.—Come along, Abdul. I am off to the football match.

Abdul.—Yes, I will go with you. I want our team to win the match.

Karim.—I am sure they will. Mr. Harris is the referee.

Abdul.—I think he is too strict. He is always giving fouls.

Karim.—I don't agree with you. I think he is always just and fair. But then don't you think a referee ought to be strict?

### Assignment 23

*Use Pronouns for the Nouns in the following sentences where possible :—*

1. Dick has gone home because Dick's father wanted Dick.

2. Mary has broken Mary's watch.

3. Kate has a new doll; Kate has dressed Kate's doll; the doll looks beautiful.

4. These dogs are well trained; the dogs obey the dogs' master.

5. The home of a snail is the snail's shell: the home of a bird is the bird's nest.

6. The boys cannot play football because the boys have lost the boys' ball.

## Assignment 24

A few pairs of separate sentences are given below. Make each pair into one sentence by using suitable Pronouns :—

1. Tom has three apples. The three apples are in Tom's hand.
  2. I saw the horse. The horse was in the horse's stable.
  3. Mani has a new watch. Mani often looks at the watch.
  4. This is Balu's book. The book ought to be in Balu's desk.
  5. The hen laid two eggs. The eggs are white as snow.
  6. Abdul deserves the prize. Abdul will get the prize.
- 

## LESSON 10. THE PREPOSITION

*Read the following :—*

1. The book is  $\Delta$  the table.
2. The book is *on* the table.

Sentence 1 makes no sense. We do not know what the table has to do with the book.

Sentence 2 makes good sense. We know the relation between the book and the table.

The little word *on* shows the relation between the two words — *book* and *table*. It tells us where the book is.

It is placed before the noun *table*.

It is called a *Preposition*.

*Pre* = before : *position* = place.



Note that the word *on* comes after the noun *book*.

*On* comes between *book* and *table*.

*Read the following sentences :—*

1. The book is *under* the table.
2. The watch is *in* the box.
3. A tree stands *near* the house.
4. A tree stands *before* the house.
5. A tree stands *behind* the house.
6. The sailor went *below* the deck.
7. The bird flew *over* the roof.
8. An apple dropped *from* the tree.

The words in italic type are *Prepositions*. Each Preposition joins two words and shows the relation between them.

A preposition comes between two words. It belongs to the word before which it is placed.

### Assignment 25

*Pick out the prepositions in the following sentences and name the word to which each belongs :—*

#### I

1. This letter is from my uncle.
2. Tom wrote with a pen.
3. The carriage is at the door.
4. We went by land.
5. I have no liking for towns.
6. He is in danger.
7. The key of my box is lost.
8. His hat is on his head.
9. There is a bridge over the river.
10. I climbed to the top of the hill.

## II

11. The cat ran after the rat.
12. The hounds sprang upon the deer.
13. Who is knocking at the door?
14. The exercise was written by me with a pen.
15. The boy sat on a chair.
16. I live in Madras; my brother lives at Madura.
17. He started for Bombay. The train started at eight.
18. Do you live in Mint Street?
19. Tagore was born in 1861.
20. Gokhale was born at Kolhapur in 1866.

## III

21. The girls ran down the street.
22. My house is across the river.
23. The boys stood round the beggar.
24. Jane is sitting before the door.
25. The village lies beyond those trees.
26. The car stands inside the compound.
27. Why do you go to school without your books?
28. The beggar sat beneath the tree.
29. He rules over a vast empire.
30. There is a path through the woods.

## IV

31. I shall tell you all about it.
32. Our house stands among those trees.
33. The teacher is angry with me.
34. Balu is fond of his little sister.
35. He is liked by the people.
36. The children ran into the house.

37. The dog fell into the well.
38. He swam across the river.
39. They went through the town.
40. This wine comes from Spain.

### Assignment 26

*Fill up the blanks with suitable Prepositions:—*

#### I

1. The postman knocks — the door.
2. Rama is not — home.
3. The box is made — iron.
4. She wore a garland — roses.
5. When do you start — Tanjore ?
6. I am waiting — Rama.
7. He failed — his examination.
8. The prisoner escaped — jail.
9. He is tired — his work.
10. Can you look — the sun ?

#### II

11. Hari sold his house — a large sum.
12. The cock is sitting — the wall.
13. They all laughed — him.
14. Apply — the Headmaster — leave.
15. I must go — school — ten o'clock.
16. Sita was married — Rama.
17. Hari jumped — the river.
18. The horse jumped — the gate.
19. May comes — April.
20. King George ruled — us.

#### III

21. The river flows — the bridge.
22. We sat — the fire.
23. His coat is black — colour.

24. Have you any money — your purse ?
  25. The teacher is angry — Gopal.
  26. Be kind — your servants.
  27. He died — a fever.
  28. The cat walked — the wall.
  29. We climbed — a high tree.
  30. He stood — the bridge — midnight.
- 

## LESSON 11. THE CONJUNCTION

*Read these sentences :—*

1. Rama *and* Lakshmana went to the forest.
2. Boys *and* girls ran up the street.
3. You *and* I are class-mates.
4. My horse is tame *and* gentle.
5. We laid him down slowly *and* sadly.

In sentence 1, the little word *and* joins two Proper nouns.

In sentence 2, *and* joins two Common nouns.

In sentence 3, *and* joins two Pronouns.

In sentence 4, *and* joins two Adjectives.

In sentence 5, *and* joins two Adverbs.

The word *and* is a joining word. It is called a *Conjunction*.

*Con* = together ; *junction* = joining.

*Read these sentences :—*

1. Day ends *and* night begins.
2. The door opened *and* the children ran out.
3. The teacher asked Rama a question *and* he answered it.

In the above examples *and* joins two sentences.



A word that joins two other words or two sentences together is a *Conjunction*.

*Read these sentences :—*

1. Our gardener is old *but* he is vigorous.
2. Go home *or* sit quiet.
3. He ran away *because* he was afraid.
4. You will pass *if* you work hard.

*But, or, because, if* are also Conjunctions joining sentences.

Conjunctions merely join words or sentences. They do no other work.

A Preposition also joins words. Is a Preposition then the same as a Conjunction?

No, it is different from a Conjunction. It is true it joins words like a Conjunction. But it does something more. It shows the *relation* between other words. It shows what one word has to do with another. In the sentence, *The book is on the table*, the Preposition *on* shows the relation between the book and the table. It tells us that the book is not *under* the table, or *near* the table, or *inside* the table,—but *on* the table.

### Assignment 27

*Pick out the Conjunctions in the following :—*

1. God made the country, and man made the town.
2. The lecturer spoke loudly and clearly.
3. Attend to the lesson or I will punish you.
4. Save me or I perish.

5. We are few, but we are brave.
6. I love him, because he is good.
7. I shall see him, if he is at home.
8. I hate him, yet he loves me.
9. He is slow, but he is sure.
10. She must weep, or she will die.
11. Wait till I come back.
12. As he was ill, he did not attend school.
13. I cannot do this sum, because it is difficult.
14. Though he is rich, he is not happy.
15. He said that he would come.
16. Is the boy dull or clever ?
17. He can speak English, but cannot write it.
18. If you are tired, you may rest.
19. Jack and Jill went up the hill.

### Assignment 28

*Fill up the blanks with suitable Conjunctions :—*

1. Ganesh fled—he was afraid.
2. Catch me—you can.
3. Two—two make four.
4. Is your name Ramesh—Ganesh ?
5. Hari is clever—not industrious.
6. Mani was punished—he did not do his home-work.
7. I missed the train—I ran fast.
8. I went to the shop—bought a penknife.
9. I admire—love my teacher.
10. Will you have coffee—tea ?
11. Edward is honest—truthful.
12. Tom is clever—careless.
13. You must either obey—go.
14. He ran to the station—he missed the train.
15. Hari—his sister will be there.

## LESSON 12. THE INTERJECTION

*Read these sentences :—*

1. *Alas* ! the child is dead.
2. *Hurrah* ! the holidays have begun.
3. *Hullo* ! what are you doing there ?

The word *alas* shows grief. It shows that the speaker is sorry.

The word *hurrah* shows joy. It shows that the speaker is glad.

The word *hullo* calls attention. It is used in calling some one.

These words are called *Interjections*. They are used in sentences to show some strong feeling, such as grief, joy, love, fear, etc.

**Assignment 29**

*Point out the Interjections in the following sentences, and say what feeling each shows :—*

1. Hurrah ! we have won the match.
  2. Alas ! poor Lucy is dead.
  3. Oh ! I have lost my purse.
  4. Hullo ! is that Rama speaking ?
  5. Hush ! the Headmaster is in the next room.
  6. Alas ! I have trusted a wicked creature.
  7. Ah ! here is a dead deer.
-

## PART II

### LESSON 13. NOUNS—**Proper and Common**

1. When I say, *Boys, stand up*, all the boys stand up.

When I say, *Krishna, stand up*, Krishna alone stands up.

*Boy* is a name that applies to all the boys in the class.

*Krishna* is a name that applies to one particular boy.

*Boy* is the name *common* to all the boys. *Boy* is therefore called a **Common Noun**.

*Krishna* is the name of a particular boy. *Krishna* is therefore called a **Proper Noun**.

2. *Look at the following groups of words :—*

A. A house, a tree, a chair, a bench, a table  
a book, a box, a hill.

B. A rose, a lily, a tulip, a lotus.

C. A dog, a horse, a cow, a cat.

D. A man, a woman, a child.

The words in A are the names of *things*.

The words in B are the names of *flowers*.

The words in C are the names of *anima's*.

The words in D are the names of *persons*.

There are many things, many flowers, many animals and many persons.

The names are common to many of each kind. They are *Common Nouns*.



3. *Read the following groups of words :—*

A. Madras, Bombay, Karachi,

B. India, England, Italy.

C. The Himalayas, the Alps, the Western Ghats.

D. The Ganges, the Godaveri, the Kaveri.

E. Gopal, Henry, Sita, Mary.

The words in A are the names of particular cities.

The words in B are the names of particular countries.

The words in C are the names of particular mountain ranges.

The words in D are the names of particular rivers.

The words in E are the names of particular persons.

There is only one of each name. These words are therefore *Proper Nouns*.

The name that applies to a particular city, country, mountain, river, or person is a *Proper Noun*.

*Read the following :—*

Hari came on Sunday.

May comes after April.

The names of the days of the week, and the names of the months of the year are also Proper nouns.

There is only one Sunday in a week, and only one month in the year called April or May.

We must begin every Proper Noun with a capital letter.

**Assignment 30**

*Pick out the Common and Proper nouns in the following sentences :—*

1. Akbar was the greatest of the Moghul emperors.
  2. Calcutta is in India. London is in England.
  3. The tail of the peacock is spread out like a fan.
  4. Mohan and Sarat waited for the train at Poona.
  5. The top of the Alps is covered with snow.
  6. My sister will be married next Friday.
  7. April is the fourth month of the year.
  8. All roads lead to Rome.
  9. The woman shook her head.
  10. Balu has many friends.
  11. We play games in the playground.
  12. The beggar sat down by the side of the road.
  13. Solomon was a famous king. He reigned in Jerusalem.
  14. This book contains many good pictures.
  15. Rama and Hari worked hard to win the prize.
  16. Sita sang many songs.
  17. This room has two doors and four windows.
  18. Jack and Victor live at Bangalore.
  19. A policeman was walking up the street.
  20. Mary was married last Wednesday.
-

## LESSON 14. NOUNS—Singular and Plural

1. *Read the following :—*

A

B

I have one *book*.

You have two *books*.

He has one *cow*.

We have three *cows*.

Tommy is a clever *dog*.

All *dogs* are not clever.

The Ganges is a large *river*.

There are many *rivers* in  
[India.

Our teacher has a good *chair*.

There are ten *chairs* in  
[my house.

The noun *book* stands for a single thing.

The noun *books* stands for more than one thing.

The nouns in *italic* type in A stand for single things.

The nouns in *italic* type in B stand for more than one thing.

A noun which stands for one single thing is said to be in the *Singular Number*.

A noun which stands for more than one thing is said to be in the *Plural Number*.

2. *Let us write down the nouns in the above examples in two columns thus :—*

*Singular.*

*Plural.*

one book

books

,, cow

cows

,, dog

dogs

,, river

rivers

,, chair

chairs

See how the Plural is formed. We add *s* to the Singular noun to make it Plural.

Most nouns form the Plural in this way.

3. *Read the following :—*

<i>Singular.</i>	<i>Plural.</i>
Here is a <i>box</i> .	Where are your <i>boxes</i> ?
I have a <i>brush</i> .	You have three <i>brushes</i> .
Which is your <i>bench</i> ?	There are five <i>benches</i> .
Rama was a <i>hero</i> .	There were many <i>heroes</i> in [India.

The Plural of some nouns is formed by adding *es* to the Singular.

*Study the following list :—*

<i>Singular.</i>	<i>Plural.</i>
an ass	asses
a buffalo	buffaloes
a church	churches
a class	classes
a dish	dishes
a fox	foxes
a mango	mangoes
a negro	negroes
a potato	potatoes

4. *Some Nouns form the Plural in other ways. Study the following list :—*

<i>Singular.</i>	<i>Plural.</i>
a wife	wives
a knife	knives
a life	lives
a lady	ladies
a story	stories
a city	cities



*Singular.*

a man  
a woman  
a foot  
a tooth  
a chil  
an ox

*Plural.*

men  
women  
feet  
teeth  
children  
oxen

**Assignment 31**

*Give the Plural form of the Singular Nouns in the following sentences :—*

1. The ant is a tiny creature.
2. The child ate a mango and an orange.
3. The soldier saluted his general.
4. The tiger is a fierce animal.
5. The cat is running after a mouse.
6. This is a picture of a lady and her son.
7. I have only one anna in my hand.
8. The bat and the owl fly about at night.
9. A jackal was caught in the net of a hunter.
10. The master put a light load on the horse and a heavy load on the donkey.
11. The board is fixed to the wall.
12. The king hid himself behind a bush.
13. The princess is talking to the poet.
14. The dog ran after the lamb.
15. The ring slipped from her finger.
16. Cut this potato into four pieces.
17. I have no use for this key.
18. A branch beat against the drum.
19. That jar contains gas.
20. The traveller ate a dish of roasted fowl and drank a glass of wine.

## Assignment 32

*Point out the Singular and Plural Nouns in the following :—*

1. This parrot has golden eyes.
2. All men must die.
3. He has many powerful patrons.
4. Twelve inches make a foot.
5. Time makes the best friends enemies.
6. His parents named him Hari.
7. The farmer had five children.
8. The women wept aloud.
9. The feet of the Gods do not touch the ground.
10. When the cat is away, the mice play.
11. The leaves of trees fall on the roofs of houses.
12. I bought three dozen oranges.
13. Put your pens in your desks.
14. Thieves lead shameful lives.
15. The moon and the stars shine in the sky.

## LESSON 15. PRONOUNS—Number

1. *Read the sentences :—*

- | A                          | B                           |
|----------------------------|-----------------------------|
| 1. <i>I</i> am a boy.      | 1. <i>We</i> are boys.      |
| 2. <i>You</i> are a boy.   | 2. <i>You</i> are boys.     |
| 3. <i>He</i> is a boy.     | 3. <i>They</i> are boys.    |
| 4. <i>She</i> is a girl.   | 4. <i>They</i> are girls.   |
| 5. <i>It</i> is an orange. | 5. <i>They</i> are oranges. |

A. Each of the Pronouns, *I, you, he, she* is used for a single person. *It* is used for a single thing. *I, you, he, she, it* are therefore in the Singular number.

B. *We* in 1, *you* in 2, *they* in 3, and 4, are used for more persons than one. *They* in 5 stands for more things than one. Therefore *We*, *you*, *they* are in the plural number.

**Note :—***You* is used both in the Singular and in the Plural.

## 2. Compare :—

### *Singular.*

### *Plural.*

- |                                       |  |
|---------------------------------------|--|
| 1. That is <i>my</i> book.            | Those are <i>our</i> books.                |
| 2. The teacher is kind to <i>me</i> . | The teacher is kind to <i>us</i> .         |
| 3. Where is <i>your</i> book.         | Where are <i>your</i> books ?              |
| 4. <i>His</i> cap is on the table.    | <i>Their</i> caps are on the<br>[ground.   |
| 5. <i>Her</i> dress is made of silk.  | <i>Their</i> dresses are made of<br>[silk. |
| 6. I gave <i>him</i> a book           | } I gave <i>them</i> many books.           |
| 7. I gave <i>her</i> a book           |  |

*My*, *me*, *your*, *his*, *her*, *him*, *her* are also Pronouns. They are in the Singular number.

*Our*, *us*, *your*, *their*, *them* are Pronouns in the plural number.

## Assignment 33

*Pick out the Pronouns in the following sentences and say whether each is in the Singular or Plural number :—*

1. We scored two goals, but they scored one.
2. Can you bowl as well as they ?
3. We are not so poor as he.
4. They are better players than we.
5. He and I were great friends.
6. We do what pleases us.

7. They laughed at our warnings and disliked our advice.
  8. He has many children. They are all young. Their mother is dead. He must take care of them.
  9. When will our holidays commence ?
  10. Let us go home.
  11. After you went away, I fell asleep.
  12. Boys, do what you are told.
  13. I asked him to go home.
  14. Exercise preserves our health.
  15. Their teachers are very pleased with them.
- 

## LESSON 16. VERBS—The Present Tense

*Look at this sentence :—*

Hari works hard.

Ask the question 'when?' When does Hari work hard ?

Hari works hard now. He works hard at the present time. In this sentence the verb *works* shows present time.

It is said to be in the **Present Tense**.

*Tense mean time.*

A verb that shows present time is said to be in the *Present Tense*.

The Present Tense shows *time now*.

### Assignment 34

*Point out the Verbs in the Present Tense in the following sentences :—*

1. I see many stars in the sky.
2. We walk along the road.
3. The servant sweeps the room.



4. The girl milks the cow.
5. The kettle boils.
6. The soldier thinks of his home.
7. The dew falls fast.
8. The workmen eat their dinner.
9. The boy opens the gate.
10. The giant looks fierce.
11. You walk too fast.
12. They smoke cigars.

---

### LESSON 17. VERBS—The Past Tense

*Look at this sentence :—*

Hari *worked* hard to win a prize.

When did Hari work hard?

He worked hard last month.

He worked hard some time ago.

The verb *worked* shows that the action was done in the past. It shows past time.

It is said to be in the **Past Tense**.

A Verb that shows past time is said to be in the *Past Tense*.

The Past Tense shows *time before now*.

*Read the following :—*

*The Present Tense.      The Past Tense.*

I love.

I loved.

I like.

I liked.

I walk.

I walked.

I play.

I played.

How is the Past Tense formed?

We form the Past Tense by adding *d* or *ed* to the Present.

*Read these :—*

I give.

I gave.

I run.

I ran.

I drink.

I drank.

I sing.

I sang.

Here the Past Tense is formed by changing the vowel in the body of the Verb.

*Study the following list :—*

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
Bend	bent	Swim	swam
Buy	bought	Teach	taught
Build	built	Beat	beat
Catch	caught	Begin	began
Come	came	Cut	cut
Fall	fell	Do	did
Fight	fought	Eat	ate
Give	gave	Fly	flew
Hear	heard	Go	went
Jump	jumped	Hit	hit
Know	knew	Hurt	hurt
Laugh	laughed	Say	said
Learn	learned or learnt	Set	set
Meet	met	See	saw
Pick	picked	Sell	sold
Ride	rode	Shine	shone
Ring	rang	Lose	lost
Rise	rose	Pay	paid
Send	sent	Put	put
Sit	sat	Read	read
Spend	spent	Stop	stopped

Shut	shut	Take	took
Sink	sank	Tell	told
Speak	spoke	Walk	walked
Stand	stood	Win	won

### Assignment 35

*The Verbs in the following sentences are in the Present Tense. Change them into the Past tense :—*

1. The girl writes a letter.
2. He sells silk and cloth.
3. The sun rises at six.
4. Hari learns English.
5. The peon rings the bell.
6. I expect good news.
7. We hope to get a prize.
8. They intend to walk home.
9. Mary sings very well.
10. The baby begins to cry.

### Assignment 36

*The Verbs in the following sentences are in the Past Tense. Change them into the Present tense :—*

1. The little girl ran to her mother.
2. There was a dish on the table.
3. The hunter tried to catch a fox.
4. I studied to please my father.
5. The sick man sent for a doctor.
6. The donkey carried three loads on his back.
7. They built a large boat.
8. The express went at the rate of forty miles an hour.

9. The woman ground the corn.
  10. That fellow struck James.
- 

## LESSON 18. VERBS—The Future Tense

*Look at this sentence :—*

Hari *will work* hard.

When will Hari work hard ?

He will work hard to-morrow.

He will work hard next week, next year and so on.

The verb *will work* shows that the action will be done in time to come, *i. e.*, in the **Future Time**.

A verb that shows future time is said to be in the *Future Tense*.

The Future Tense shows *time after now*

*Read the following :—*

I *shall* walk.

We *shall* walk.

You *will* walk.

He *will* walk.

She *will* walk.

They *will* walk.

*Shall* and *will* show Future Time.

*Shall* is used with the First Person.

*Will* is used with the Second and Third Persons.



*Shall* or *will* is placed before the Principal verb as a sign of the Future Tense.

We do not say,

I shall walked.

We say,

I shall walk

We do not say,

He will walked.

We say,

He will walk.

*Shall* or *will* is placed before the Present Tense form of the verb.

*Remember :—*

There are three Simple Tenses—Present, Past and Future.

The Present Tense shows *time now*.

The Past Tense shows *time before now*.

The Future Tense shows *time after now*.

### Assignment 37

*Tell the tenses of the Verbs in the following sentences :—*

1. The sailors left the ship.
2. The ship will sail next week.
3. The cock sat on the wall.
4. He will go to Madras for Christmas.
5. Ganesh will be ready to-morrow.
6. We shall meet you at the railway station.
7. He will succeed because he works hard.
8. I hurt my finger yesterday.
9. I shall be late for school to-morrow.
10. He fears that he will fail.
11. We rose very early.
12. I shall do it with pleasure.

13. He spoke in a loud voice.
14. They will win the match.
15. Mary will soon recover.
16. Rama says he will do it.
17. We shall be glad if you will come.
18. He teaches me Hindi.
19. I am a little tired.
20. I shall be blamed by every one.

---

### LESSON 19. THE VERB—**To be**

1. *Read these sentences :—*

- (a) I *am* glad.  
I *was* glad.  
I *shall be* glad.
- (b) I *am* writing.  
I *was* writing.  
I *shall be* writing.

In (a), *am*, *was*, and *shall be* are principal verbs.

In (b), they are helping verbs or auxiliary verbs. They help the verb *write* to form a new tense.

*Am writing* means that the action is going on *now*.

*Was writing* means that the action was going on in the *past*.

*Shall be writing* means that the action will be going on at some *future time*.

These verbs show *continuous action*.

The tenses thus formed are called the **Continuous Tenses**.

The Continuous Tenses are formed by using the auxiliary verb *to be* with the chief verb,

and adding *ing* to the Present Tense form of the chief verb.

Thus there are three Continuous Tenses—the Present Continuous, the Past Continuous and the Future Continuous.

5. *Learn the forms of the verb 'to be' in the Present, Past and Future Tenses.*

	<i>Present.</i>	<i>Past</i>	<i>Future.</i>
Singular	I am	I was	I shall be
Plural	We are	We were	We shall be
Singular & Plur.	You are	You were	You will be
Singular	He	He	He
	She } is	She } was	She } will be
	It	It	It
Plural	They are	They were	They will be

### Assignment 38

*Answer the following questions, using each of the verbs sit, go, write, read, sleep, eat, and play :—*

1. What am I doing ?
  2. What are you doing ?
  3. What is Govind doing ?
  4. What is Kamala doing ?
  5. What was I doing yesterday ?
  6. What were you doing last night ?
  7. What shall I be doing next Monday ?
  8. What will you be doing to-morrow ?
  9. What will Rama be doing next Sunday ?
  10. What will Sita be doing this evening ?
-

## LESSON 20. NUMBER OF VERBS

1. *Read the sentences :—*Ramesh *is* clever.Ramesh and Ganesh *are*  
[clever.The book *is* on the tableThe books *are* on the table.Ramesh *is running*.Ramesh and Ganesh *are*  
[*running*.

Ramesh is one person.

Ramesh and Ganesh are more than one person.

When we speak of one person or thing,  
we use *is*.When we speak of more than one person or  
thing, we use *are*.Therefore *is running* is said to be in the  
Singular number.*Are* or *are running* is said to be in the Plural  
number.2. *We say :—*

A

The lark *sings*.The bird *flies*.A boy *plays*.The dog *barks*.

B

Larks *sing*.Birds *fly*.Boys *play*.Dogs *bark*.

The Verbs in A are in the Singular number.

The Verbs in B are in the Plural number.

3. *Read these sentences :—**Singular.*I *am* a boy.Balu, you *are* a boy.*Plural.*We *are* boys.Balu and Gopal, you  
[*are* boys.]



He *is* a boy

She *is* a girl.

It *is* a box.

I *am* running.

Balu, you *are* running.

They *are* boys.

They *are* girls.

They *are* boxes.

We *are* running.

Balu and Gopi, you  
[*are* running.

He *is* running.

She *is* running.

It *is* running.

They *are* running.

After one person or thing we use *am* or *is*.

After more than one person or thing we use  
*are*.

*Am* and *is* are singular. *Are* is plural.

*Note* :—1. We always use *am* after *I*.

We say :—I am a boy.

I am clever.

I am running.

2. We use *you are* both in the  
Singular and in the Plural.

We say :—You are a boy.

You are boys.

### Assignment 39

Fill up the blanks with 'am', 'is' or 'are' in the  
following sentences :—

I

1. I—very thirsty.

2. The book—on the table.

3. Balu and Hari—my friends.

4. I—free and happy.

5. This horse—lame
6. A horse and a cow—grazing in our field.
7. Cows—useful animals.
8. The ant—a wonderful insect.
9. The boys—running down the street.
10. Ramu—lazy.
11. Ramu, Balu, and Hari—lazy.
12. Gopi—as tall as I—.

## II

13. The clock—striking ten.
14. Those fields—ours.
15. Where—the cow grazing ?
16. There—not a star in the sky.
17. There—no tigers in England.
18. The Rajah—travelling in Europe.
19. These grapes—sour.
20. Mary—our queen.
21. These girls—expecting their brothers.
22. The rose—the queen of flowers.
23. The children—very happy.
24. The leaves—falling on the roof.

---

LESSON 21. NUMBER OF VERBS (*continued*)

1. *Read these sentences :—*

A

I *was* glad.

He *was* glad.

I *was* working hard.

He *was* working hard.

In A, we speak of one person.

In B, we speak of more than one person.

B

We *were* glad.

They *were* glad.

We *were* working hard.

They *were* working hard.

We use *was* in speaking of one person or thing.

We use *were* in speaking of more than one person or thing.

*Was* is therefore in the Singular number.

*Were* is in the Plural number.

2. *Look at the following :—*

1. Hari, *you were* ready to start yesterday.
2. Hari and Balu, *you were* ready to start yesterday.

In 1, we speak of one person.

In 2, we speak of more than one person.

In both the sentences we see the same form *you were*.

### Assignment 40

*Fill up the blanks with 'was' or 'were' in the following sentences :—*

1. The girls—at school yesterday.
2. Dasaratha—the king of Ayodhya.
3. Napoleon—a famous general.
4. The moon—shining brightly.
5. The boys—making a loud noise.
6. The lion—shot by the hunter.
7. These pictures—painted by a clever artist.
8. America—discovered by Columbus.
9. Our cows—eating grass.
10. Some girls—singing, others—dancing.
11. Hari, you—absent yesterday.

12. Hari, Balu and Mani, you—absent yesterday.
  13. There—not a star in the sky.
  14. How many mangoes—unripe ?
  15. The box—full of books.
  16. You—ill yesterday.
  17. Bhoja—a great king.
  18. The bulls—ploughing the field.
- 

## LESSON 22.

### THE SENTENCE—Subject and Predicate

*Read the following sentences :—*

A	B
(1) Dogs	bark.
(2) He	runs.
(3) The tree	fell down.
(4) The big tree	fell down suddenly.

Each of the above sentences has two parts.

In every sentence we talk about something.

What we talk about is the first part of the sentence. It is called the *Subject* of the sentence.

In sentence (1), we talk about *dogs*. *Dogs* is therefore the subject of the sentence. It is a noun.

In sentence (2), *he* is the subject of the sentence. It is a pronoun.

In sentence (3), *the tree* is the subject.

In sentence (4), *the big tree* is the subject.

Thus the subject may be a single word—a noun or pronoun. Sometimes the subject consists of two or more words. One of them is the chief word of the group. It is called the *Subject word*.



In sentence (1), we are talking about *dogs*.

What do we say about *dogs*?

We say that *dogs bark*.

What we say about the subject is the second part of the sentence. It is called the *Predicate*.

*Bark* is the predicate in sentence (1).

*Runs* is the predicate in sentence (2).

*Fell down* is the predicate in sentence (3).

*Fell down suddenly* is the predicate in sentence (4).

In sentences (1) and (2), the predicate consists of a verb only.

In sentence (3), the predicate consists of a verb and another word which goes with it.

In sentence (4), the predicate consists of a verb and two other words which go with it.

Thus the predicate may consist of a verb only, or a verb and other words which go with it.

Every sentence must have these two parts. Ordinarily one part without the other will not make a sentence.

We generally speak in sentences.

A sentence consists of a number of words arranged in such a way as to give good sense. *e.g.*,

*The monkey is sitting on a branch of the tree.*

*On a branch of the tree*, is a group of words, but it does not make complete sense and tells us nothing. It is not a sentence.

**Assignment 41**

*Pick out the sentences from the following :—*

1. Long long ago a king.
2. His name was Henry.
3. I will teach your sons wisdom.
4. He a great deal of it.
5. Why are you sad ?
6. In going there.
7. As quickly as you can.
8. In the evening he did not return.
9. Quickly climbed into the branches.
10. He was very fond of his little boy.

**Assignment 42**

*Write down in two columns the Subject and Predicate in each of the following sentences :—*

1. Kate is singing.
2. The clock strikes ten.
3. The sun begins to set.
4. Owls hoot.
5. Men praise God.
6. The mad dog bit two boys.
7. Wellington was a famous general.
8. Three ravens sat on a tree.
9. The servant washed my clothes.
10. Parrots are flying.
11. Nelson defeated the French at sea.
12. The rain fell in torrents.
13. The water runs smooth.
14. Alice climbed up a tree.
15. Ranjit never spoke again.

**Assignment 43**

*Pick out the Subject word and the Verb in the following sentences :—*

**I**

1. The book is on the table.
2. The boys play football in the evening.
3. Our white cows eat the green grass.
4. The mad dog is barking loudly.
5. These beautiful pictures were drawn by Susil.
6. Three tall policemen are running down the street.
7. The head of the boy rose above the water.
8. Mani was late for school to-day.
9. After some years the good boy became a rich merchant.
10. My little sister was running home.

**II**

11. The dead leaves are often falling on the roof.
  12. Every sweet-smelling flower is not a rose.
  13. Two black dogs were chasing a white rabbit.
  14. The silver cup is full to the brim.
  15. The poisonous snake is creeping into the hole.
  16. Some boys like holidays very much.
  17. This fruit tastes sour.
  18. These clothes were made by hand.
  19. My husband's father was killed by a tiger.
  20. The soldiers will be marching presently.
-

## LESSON 23.

## AGREEMENT OF SUBJECT AND PREDICATE

*Read these sentences :—*

- |                              |                              |
|------------------------------|------------------------------|
| 1. Balu <i>is</i> here. }    | 1. Balu and Mani <i>are</i>  |
| Mani <i>is</i> here }        | here.                        |
| 2. Sita <i>is singing</i> .  | 2. Sita and Kamala           |
|                              | <i>are singing</i> .         |
| 3. Rama <i>was</i> glad.     | 3. Rama and Hari             |
|                              | <i>were glad</i> .           |
| 4. Rama <i>was playing</i> . | 4. Rama and Hari             |
|                              | <i>were playing</i> .        |
| 5. He <i>is</i> a boy. }     | 5. He and I <i>are</i> boys. |
| I <i>am</i> a boy. }         |                              |
| 6. The lion <i>roars</i> .   | 6. Lions <i>roar</i> .       |
| 7. The dog <i>barks</i> .    | 7. The dogs <i>bark</i> .    |
| 8. He <i>runs</i> . }        | 8. They <i>run</i> .         |
| She <i>runs</i> . }          |                              |
| It <i>runs</i> . }           |                              |

When the Subject is in the Singular number the Verb is also in the Singular.

When the Subject is in the plural number the Verb is also in the plural.

Two or more Singular subjects joined by *and* usually take a Verb in the plural.

When the Subject is in the First person the Verb must be in the First person.

When the Subject is in the Second person the Verb must be in the Second person.



When the Subject is in the Third person the Verb must be in the Third person.

### LEARN :

The Verb agrees with its Subject in number and person.

### Assignment 44

*Fill up the blanks in each of the following sentences with one of the words given within brackets :—*

1. The boys—oranges. (eat or eats)
2. We—late for school. (am or are)
3. The cows—grazing in the field. (is or are)
4. Rama—a new watch. (have or has)
5. They—in a large house. (live or lives)
6. I—not good at Mathematics. (is or am)
7. Fire and water—not agree. (do or does)
8. Two and two—four. (make or makes)
9. Five boys—absent. (was or were)
10. Rama and Hari—quickly. (run or runs)
11. The river—under the bridge. (flow or flows)
12. Children—sweets. (like or likes)
13. He—not drink coffee. (do or does)
14. He—tea. (drink or drinks)
15. Man—but little. (want or wants)
16. What—he want? (do or does)
17. They—good English. (speaks or speak)
18. We—no money. (have or has)
19. Barking dogs seldom—. (bites or bite)
20. Roses—sweet. (smell or smells)

**Assignment 45**

*Rewrite the following sentences with the Subject in the Plural number :—*

1. She is a good girl.
2. A dog walks with the beggar.
3. The boy is not attentive.
4. He plays no games.
5. A book is printed on paper.
6. I go to school every day.
7. A snake comes out of the hole.
8. The cloud is moving in the sky.
9. The river runs into the sea.
10. This man is a merchant.
11. The cow gives milk.
12. The horse eats oats.
13. It is a pretty flower.
14. This book is not useful.
15. There is no tiger in England.
16. There is no star in the sky.
17. Where is the cow grazing?
18. The girl is expecting her brother.

**Assignment 46**

*Correct the following sentences :—*

1. Water turn to ice.
2. The sky look rainy.
3. Jackals howls at night.
4. Those horses belongs to the king.
5. Nila sing sweetly.
6. The children is shouting loudly.
7. Our dogs is chasing the fox.

8. We goes for a walk every evening.
9. The servants eats their dinner.
10. The sky is dark : no stars is seen.

---

## LESSON 24. A, AN AND THE

### 1. *Read these sentences :—*

I have <i>a</i> pen.	This is <i>an</i> owl.
You are <i>a</i> boy.	I want <i>an</i> apple.
He is <i>a</i> man.	That is <i>an</i> eagle.
Give me <i>a</i> book.	He went to <i>an</i> inn.
Here is <i>a</i> mango.	He brought <i>an</i> umbrella.

*A pen* means any one of the class of things named pens—any pen. *An owl* means any one of the class of birds named owls—any owl.

In each of the above examples we speak of a thing in general. We do not speak of a particular or definite boy, man, apple, umbrella etc.

*A* is another form of the word *an*.

2. *A* is used before a noun beginning with a consonant.

*An* is used before a noun beginning with a vowel.

*A, e, i, o* and *u* are called vowels.

The rest of the letters in the alphabet are called consonants.

*A* or *an* is used only before a noun in the Singular number.

3. *Read these sentences :—*

I was an hour late.

Rama is an honourable man.

He wished for an heir to his throne.

The *h* in *hour*, *honourable* and *heir* is not sounded.

*An* is used before the silent *h*.

We say, a horse, a house, a husband.

4. *Read these sentences :—*

1. *The* old horse died.

2. *The* train has started.

3. I know *the* man you speak of.

4. I lost *the* umbrella which I bought yesterday.

*The* points out a person or thing.

We use *the* when we speak of a particular person or thing.

*Look at these sentences :—*

Ganesh has a book in his hand.

The book contains many nice stories.

We first say *a book*. But the second time we speak of it, we refer to one particular book. So we say *the book* in the second sentence.

*The* is used before both Singular and Plural nouns.

---

Note : *A*, *an*, *the* are called Articles. *A*, *an* are called Indefinite Articles. *The* is called the Definite Article. The articles are weakened forms of adjectives.



## Assignment 47

*Fill up the blanks with a, an or the :—*

1. One day—beggar came to my door.
2. Kasi is—holy city.
3. Ceylon is—island.
4. I have lost—book you gave me.
5. He is not—man of honour.
6. He is not—honourable man.
7. I will return after—hour.
8. I saw—elephant and—lion in—circus.
9. The farmer bought—buffalo and—ox.
10. Let us have—game of football.
11. Sita was—wife of Rama.
12. I am not—man ; I am—school boy.
13. I see—man in—street.
14. I live near—school.
15. —Headmaster gave—boys—holiday.
16. Hari sat on—front bench.
17. There was—house of monks in—town of  
Avanti. . .
18. Once I saw—old tiger on—margin of—  
lake.
19. In—Indian family—mistress cooks—food for  
her husband and children.
20. —Indian kitchen is—model of neatness.
21. All—pots are cleaned every day.

## LESSON 25. THE VERBS—**Do and Have** **Do**

*Read these sentences :—*

### **First use**

I <i>do</i> my work.	We <i>do</i> our work.
He <i>does</i> his work.	They <i>do</i> their work.
She <i>did</i> her work.	They <i>did</i> their work.

In these sentences *do* is a principal verb.

The form *does* is used in the Third person, Present tense, Singular number. The form *did* is used in the Past tense.

### **Second use**

I walk. (do walk)	<i>Do</i> I walk ?
He walks. (does walk)	<i>Does</i> he walk ?
He walked. (did walk)	<i>Did</i> he walk ?

*Do* in these sentences is an auxiliary verb.

The Present and Past tenses of a verb may also be formed in another way by using the auxiliary verb *do*.

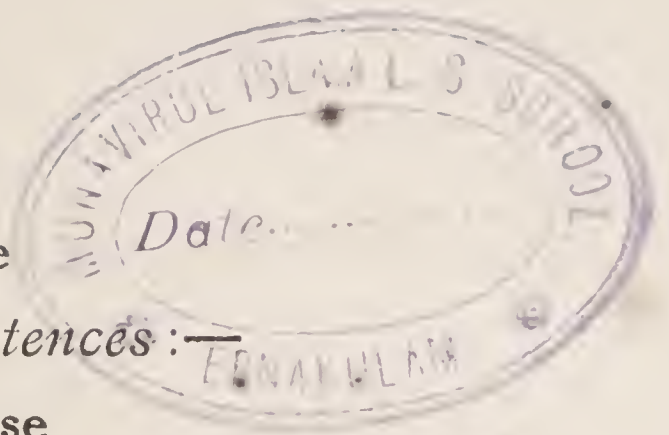
The forms *do*, *does*, *did* are used in questions.

### **Third use**

I walk. (do walk)	I <i>do not</i> walk.
He walks. (does walk)	He <i>does not</i> walk.
He walked. (did walk)	He <i>did not</i> walk.

The forms *do*, *does*, *did* are used with *not* to make Negative sentences.

Have



Read the following sentences:—

### First use

1 <i>have</i> a horse.	We <i>have</i> two horses.
You (singular) <i>have</i> a horse.	You (pl.) <i>have</i> many horses.
He <i>has</i> a horse.	They <i>have</i> horses.
I <i>had</i> a horse.	We <i>had</i> horses.
They <i>had</i> a horse.	They <i>had</i> horses.

In these sentences *have* is a principal verb. It shows possession.

You will read of the second use of *have* in Book-II.

### Assignment 48

Fill up the blanks with *do* or *does*:—

1. What—he say?
2. How—you know that?
3. It—you no good.
4. They simply—their duty.
5. —the Cauveri run into the sea?
6. The stars—not shine by day.
7. This man—not speak at all.
8. You—not walk fast.
9. Sita—not do her work carefully.
10. I—no work on Sundays.
11. —you ride a horse?
12. —your watch keep correct time?
13. Why—you say so?
14. We—not live here.
15. —your father tell you stories at night?

## Assignment 49

*Fill up the blanks with has or have :—*

1. My room—two windows.
  2. I—a motor car.
  3. The ink-pot—no ink.
  4. You—no money.
  5. Sita—no jewels.
  6. We—hard work before us.
  7. This table—only three legs.
  8. I—a big house in Madras.
  9. The poor girl—no one to look after her.
  10. My friend—a kind heart.
  11. —you a fountain pen ?
  12. —he a new watch now ?
- 

## LESSON 26. STATEMENTS AND QUESTIONS

*Read these sentences :—*

A	B
1. Rama is reading.	Is Rama reading ?
2. Balu will start to-morrow.	Will Balu start to-morrow ?
3. Mani has a new watch.	Has Mani a new watch ?
4. You see the huge bird.	Do you see the huge bird ?
5. Hari cries.	Does Hari cry ?
6. Abdul worked hard.	Did Abdul work hard ?

The sentences in group A state something. They are *statements*. *State* means *say*. *Statement* means *saying*.



The sentences in group B ask something. They are *Questions*. *Question* means *asking*. At the end of every question there is a mark like this '?'. It is called the *Question Mark*. The question mark must always be made at the end of every question.

Compare the position of the verbs in A with that in B. In the sentences in A the subject always comes before the verb.

In the questions in B either the whole verb or part of the verb comes before the subject.

In sentences 4, 5, and 6, *do*, *does*, *did* are used to ask the questions.

In turning statements into questions we sometimes use *do*, *does*, *did*.

Every statement may be turned into a question.

Read the examples in the beginning of the lesson.

Many questions may be turned into statements.

**Read :**

Do roses smell sweet ?

Roses smell sweet.

Has he a new coat ?

He has a new coat.

### Assignment 50

Turn the following statements into questions :—

I

1. Tom is running.
2. Trees are growing.
3. The boys were laughing.

4. The sun shines brightly.
5. The school is closed for Christmas.
6. The school will be closed for Christmas.
7. It rained yesterday.
8. The garden gate was closed.
9. Cows can swim.
10. You know why I am here.

## II

11. He comes to see me often.
12. Bombay is a large city.
13. The sailors are making signals.
14. Columbus discovered America.
15. Uma has a sweet voice.
16. He teaches you Mathematics.
17. The boy stood on the burning deck.
18. He forgot to bring his books.
19. We shall be in Bombay next week.
20. You will soon come back.

**Assignment 51**

*Make the following questions into statements :—*

## I

1. Is that cow a good milker ?
2. Do you know your lesson ?
3. Are you going home now ?
4. Does your sister play on the piano ?
5. Has he done his work ?
6. Did Mani steal your watch ?
7. Did the cat kill all the mice ?
8. Did she lose her purse ?
9. Are all the boys present ?
10. Have our friends been invited ?

## II

11. Do dogs kill mice ?
12. Have you brought your home-work ?
13. Does he want to go home ?
14. Is this the house that Jack built ?
15. Did you go to the cinema last night ?
16. Does Hari read all night ?
17. Do roses grow in your garden ?
18. Shall we go to the cinema to-night ?
19. Are these books yours ?
20. Does the teacher want to see you ?

---

### LESSON 27. NEGATIVE SENTENCES.

*Read these sentences :—*

A

The boy is lazy.

Hari was glad.

The baby is sleeping.

The children were  
playing.

B

The boy is *not* lazy.

Hari was *not* glad.

The baby is *not* sleep-  
ing.

The children were *not*  
playing.

The sentences in A are statements. They *affirm* something. They are called *Affirmative Sentences*. *Affirmative* means 'saying 'yes'—saying that *a thing is so*.

The sentences in B are also statements. They deny something. They are called *Negative Sentences*. *Negative* means saying *not*. *Not* is the sign of a Negative Sentence. A Negative Sentence states that *a thing is not so*.

Affirmative × Negative.

*Read the following :—*

A	B
They work hard.	They <i>do not</i> work hard.
The sun shines brightly.	The sun <i>does not</i> shine brightly.
He walked fast.	He <i>did not</i> walk fast.

In these sentences we have changed the words a little while turning them into Negative. We have used the auxiliary verbs *do, does, did*.

*Read these sentences :—*

<i>Affirmative.</i>	<i>Negative.</i>
Stand up.	Do not stand up.
Bring the book here.	Do not bring the book here.
Open your books.	Do not open your books.

These are commands. In turning commands or orders into negative, we begin with the auxiliary *do* and put *not* after it.

### **Assignment 52**

*Turn the following into Negative Sentences :—*

I

1. Hari is liked by all the boys.
2. Birds go out in search of food.
3. I know how to swim.
4. I attended the football match.
5. The men were reaping in the field.
6. He promised to destroy the rats.
7. He failed in his examination.



- 8. My desk contains books.
- 9. I live in Madras.
- 10. I can do this sum easily.

## II

- 11. I shall be with you this evening.
- 12. She has a watch in her hand.
- 13. Sita deserves the prize.
- 14. We have a holiday to-day.
- 15. He did his duty.
- 16. The girl found her little brother.
- 17. You look sleepy.
- 18. We are living together.
- 19. Close the garden gate.
- 20. Come here.

---

## LESSON 28. CAPITAL LETTERS, FULL STOP, ETC.

### 1. Capitals

*Read the following :—*

- 1. Long ago there lived a king. His name was Dasaratha. He had four sons.
- 2. Where is Abdul ?  
Her name is Mary.  
They called the boy Kabir.
- 3. The Hindus worship Vishnu and Siva.  
The Mohammedans worship Allah.  
The World was created by God.
- 4. We live in India.  
Have you been to Bombay ?  
Where is Paris ?
- 5. The Himalayas are higher than the Alps.  
The Ganges is a river sacred to the Hindus.

6. He came to see me last Sunday.  
It is very hot in July.
7. After reading my lessons, I went to bed.

### Hints :

1. The first letter of the first word of every complete sentence is a Capital.
2. The name of a particular person should begin with a Capital letter.
3. The word God and any name of God should begin with a Capital letter.
4. The name of a country, town, etc. should begin with a Capital letter.
5. The names of mountains and rivers should begin with Capitals.
6. The days of the week and the months of the year should begin with Capitals.
7. The Pronoun *I* is always written with the Capital letter.

## 2. The Full Stop

*Read the following sentences :—*

A fox once went on a journey. He crossed a wide desert. He became hungry.

We can easily tell the *first* word of a sentence. It begins with a capital letter.

We can also tell the *last* word in every sentence. How?

After the last word in every sentence a mark like this ‘.’ is placed. It is called a *Full Stop*. It shows that the sentence ends with that word.

### 3. The Note of Interrogation

*Read the following sentences carefully :—*

What shall we do ?

Who are you ?

How did you get into this trouble ?

These are questions. At the end of every question a mark like this ‘?’ is placed. It is put after the last word in the question. It is a question mark. It is also called a Mark or Note of Interrogation.

### Assignment 53

*Place full stops, capital letters and question marks wherever necessary :—*

I

1. greece, italy and spain are peninsulas
2. they are in europe
3. india is a peninsula in asia
4. the alps are not so high as the himalayas
5. the cauveri dries up in summer
6. i shall be in madras on the last saturday in august.

7. who are these heroes
8. are they young ascetics
9. are they gods
10. by the grace of god sultan mahumud is our king

## II

11. paris is the capital of france
  12. delhi is the capital of india
  13. the largest town in the world is london
  14. the highest mountains in the world are the himalayas
  15. we shall be in london on the first friday in december
  16. when mores heard it, did he not fall upon his face
  17. do you know that darius was the first persian king who coined money
  18. a monkey named sumuka lived in a jumbo tree it was his home the tree grew by the side of the ganges.
  19. only equals can be true friends i am not your equal crows prey upon rats you are my enemy how can we be friends
-



**PART III**  
**Oral Composition**  
**CHAPTER I**

**QUESTIONS AND ANSWERS**

1. Every question should be answered in a complete sentence.

Every sentence must have its subject and predicate and must make complete sense.

It is easy to make a question.

Let us take a statement, *The mother kissed the children.* We can frame the following questions from it :—

Who kissed the children ?

What did the mother do ?

When did the mother kiss ?

By whom were the children kissed ?

The words, *who, whose, whom, what, which, when, where, how, why* are used to ask questions.

2. Some questions can be answered in two ways :—

*Read the following :—*

Can you lift this box ?

Yes, I can lift the box.

No, I cannot lift this box.

Yes is followed by an affirmative sentence.

No is followed by a negative sentence.

**Assignment 54**

*Answer the following questions in complete sentences :—*

**I**

1. Who are you ?
2. Who is your guardian ?
3. Whom does your teacher like best ?
4. For whom are you waiting ?
5. Whom are you living with ?
6. By whose order did you leave the class ?
7. What is your father ?
8. What kind of books do you like ?
9. What is this ring made of ?
10. What time is it now ?

**II**

11. When were you born ?
12. When does your school open after the holidays ?
13. Where do you live ?
14. Where can I see your Headmaster ?
15. Where does the sun rise ?
16. Where shall we meet this evening ?
17. Why are you late for school ?
18. Why did you go to Bangalore ?
19. How are you ?
20. How do you do ?

**III**

21. How far is it to the railway station ?
22. How fast can a motor car go ?
23. How many weeks are there in a year ?

24. How many hours a day do you read at home ?
25. Which is your favourite subject ?
26. Which do you like better—the rose or the lily ?

### Assignment 55

*Answer the following questions in two ways :—*

Model.—Is that your house ?

Yes, it is my house.

No, it is not my house.

1. Can you ride a bicycle ?
2. May I have this book ?
3. Have you been to Calcutta ?
4. Do you take a walk every day ?
5. Did you ever see a lion ?
6. Will you go to Ootacamund for the summer ?
7. Do you know where Karachi is ?
8. Did the wind blow all night ?
9. Does he like gardening ?
10. Are the boys reading ?
11. Is the army marching ?
12. Was the moon shining last night ?
13. Will you lend me your Atlas ?
14. Shall we play football this evening ?

### Assignment 56

*Complete the following questions by using any of the following words—*which, when, how, what, whose, where, who :—

1. ———many are in your family ?
2. ———is the head of your family ?
3. ———is your father ?

4. ———of your brothers is a teacher ?
5. ———was your sister married ?
6. ———wife is your sister ?
7. ———does your father see visitors ?
8. ———street do you live in ?
9. ———has your brother gone ?
10. ———of her sons does your mother like best ?

### Assignment 57

*The following are answers to certain questions.  
Frame the questions :—*

1. We all obey our father and mother.
2. Our mother is loving and kind.
3. One of my sisters is married to my uncle's son.
4. My cousin visits us often.
5. I return his visits.
6. I am friendly with all my brothers-in-law.
7. Our father is sixty years old.
8. We are going to celebrate his sixtieth birthday.
9. We shall invite all our relatives.
10. We have a wide circle of relatives.

### Assignment 58

*Here are a few questions about your school. Answer them in complete sentences :—*

I

1. To which school do you go ?
2. Which school does your brother attend ?
3. How far is your school from your home ?
4. What are your school hours ?



5. At what time do you usually start for the school in the morning ?

6. How long is the recess on a week day ?

7. How many days in the week does your school work ?

8. How many hours a day does your school work ?

9. Are there any girls in your school ?

10. Who is the Headmaster of your school ?

## II

11. How many teachers are there to assist him ?

12. Who teaches you Mathematics ?

13. Isn't your Mathematics teacher very strict ?

14. Are you not weak in Arithmetic ?

15. Are you not improving in Mathematics ?

16. Which lesson do you like best ?

17. Does anybody help you to read your lessons at home ?

18. Do you get much home-work to do ?

19. What time do you give to your home-work ?

20. Does your teacher give you the cane, if you do not submit your home-work ?

## III

21. What games are played in your school ?

22. Is the playground far from the school ?

23. Are you good at cricket ?

24. Can you play football ?

25. Are you one of the school eleven ?

26. Does your school team often play matches with other teams ?

27. Are you playing in the football match this evening ?

28. Don't you play hockey?
29. Has your half-yearly progress report been issued?
30. When does your school open after the summer holidays?

### Assignment 59

*Answer the following questions in complete sentences :—*

#### • THE BAZAAR

1. Where did you buy this penknife?
2. What did you pay for it?
3. Will you give me these grapes at four annas a seer?
4. Did you buy these apples at three rupees a dozen? Is that not too dear?
5. Did you really buy them at that price?
6. Did you not try to get them cheaper at another shop?
7. I gave five rupees for this umbrella. Is that too dear?
8. Is it not too dear? Did you not higggle for a lower price?
9. Doesn't the grocer buy cheap and sell dear?
10. Why does a merchant sell his goods for more than the cost price?
11. Who sells rice at six measures a rupee?
12. How much of this twill do you require to make me a shirt?  
(Three yards will be ample.)
13. Do you think the colour of this cloth will run?  
(No, it is fast colour.)

## Assignment 60

*Answer the following questions in complete sentences :—*

### GENERAL

#### I

1. Which of your friends do you like best ?
2. Do you hope to be promoted to the next class ?
3. How many sums did you get right in the last examination ?
4. How many sums did you get wrong ?
5. Would you like to be in school all day ?  
(No, I shouldn't like...)
6. Would you like to walk round the public garden ?  
(Yes, I should like.....)
7. Are you always late for school ?
8. Was your Mathematics paper far too long ?
9. Have you had a letter from your father ?
10. Should every boy be a scout ?

#### II

11. Can you light a fire with one match ?
12. Is it going to rain ?
13. Did you come here in a tram ?
14. Can a lawyer make more money than a doctor ?
15. Don't you take part in any one of the school games ?
16. Haven't you paid your school fees ?
17. Are you making a long stay in our town ?
18. What does the tailor charge to make a shirt ?
19. Isn't your watch a good time-keeper ?
20. Does your clock strike the hours ?

## III

21. Is Hari well prepared for the examination ?
  22. When did your father's health begin to fail ?  
(.....months or days ago.)
  23. Would you like to go to the hills for the summer ?
  24. Would you like to have health or wealth ?
  25. Which is heavier—cotton or iron ?  
(—is heavier than—.)
  26. Which is heavier—a pound of cotton or a pound of iron ?  
(Both are of the same weight.)
  27. Which do you like better—school or home ?
  28. Where are you happier—in school or at home ?
- 

## CHAPTER II

**EASY STORIES FOR COMPOSITION**

[Under each story an assignment is given. The first exercise in each assignment consists of questions on subject matter. These questions are designed to test if the pupils have understood the story. In the early stages the teacher may read the story and ask one or two pupils also to read it again. The teacher may then read out a question and require a pupil to give the answer in a complete sentence. Each pupil should be given a turn. Any mistakes in the answers should, as far as possible, be corrected by the pupils themselves. In each assignment there are simple exercises providing scope for individual work. The pupils must be guided and encouraged to work through the assignments with very little external help.]



## 1. THE FOWLER AND THE DOVE

A fowler went into the woods to shoot. He saw a dove sitting on a tree. He wished to kill the dove. He put an arrow to his bow. He was about to let it fly. Suddenly a snake bit him in the leg. The poison entered his blood. He died in a few minutes.

**Assignment**

- I. 1. Who went into the woods ?  
A fowler went into the woods.
2. Why did he go into the woods ?  
He went into the woods to shoot.
3. What did he see there ?  
He saw a dove.
4. What was the dove doing ?  
It was sitting on a tree.
5. What did the fowler wish to do ?  
He wished to kill the dove.
6. What did he put to his bow ?  
He put an arrow to his bow.
7. What was he about to do ?  
He was about to let the arrow fly.
8. What bit him in the leg ?  
A snake bit him in the leg.
9. What happened to the fowler then ?  
He died in a few minutes.
10. Where did the snake bite him ?  
It bit him in the leg.
11. Where did the poison enter ?  
It entered his blood.
12. Why did the fowler die ?  
He died *because* the poison entered his blood.

II. *Fill up the blanks :—*

He went—the woods—shoot.  
 He saw a dove sitting—a tree.  
 A snake bit him—the leg.

III. *Frame three sentences like this :—*

He was about to let it fly.

IV. *Write two sentences using the phrase ‘in a few minutes’.*

## 2. THE BOYS AND THE FROG

On the margin of a large lake there lived a great many frogs. One day a company of boys went to play there. Soon they began to play the game of *duck and drake*. They threw many stones into the water. The poor frogs were terrified. Some were killed. At last, a brave frog lifted up his head above the water. He said, “Cruel children, this may be sport to you, but it is death to us.”

### Assignment

- I.
  1. Where did the frogs live?
  2. Who went there one day?
  3. Why did they go there?
  4. What game did they begin to play?
  5. How did they play the game?
  6. How did the frogs feel?
  7. What happened to some of the frogs?
  8. What did the brave frog say?
  9. What do you learn from this story?

[What is——to one is——to another.]

- II. *Use the following in sentences of your own :—*

a great many ; a company of boys ; to be terrified.

III. *Give the opposite words of:—*

large, many, cruel, death.

IV. *Fill up the blanks:—*

They threw many stones——the water.

A brave frog lifted——his head——the water.

### 3. THE FOX AND THE GRAPES

One day a hungry fox came to a garden. He saw ripe bunches of grapes hanging from the vine. The grapes were high up from the ground. The fox wanted to eat the grapes. He jumped at a bunch, but could not reach it. He jumped again and again. He could not get at the grapes. They were quite out of reach. It was useless to try any more. He went away saying to himself, "These grapes are sour. I don't want them."

#### Assignment

- I.
  1. Where did a hungry fox go one day?
  2. What did he see in the garden?
  3. Where were the bunches?
  4. Were they near the ground?
  5. What did the fox want to do?
  6. Did he reach any of the bunches?
  7. Why could he not get at the grapes?
  8. Why did he not try any more?
  9. What did he say to himself while going away?

II. *Use the following in sentences of your own:—*

high up; again and again; to get at; out of reach; any more.

III. *Give the opposite words of:—*

ripe, high, out of reach, useless, sour.

IV. *Turn the following into questions :—*

1. The fox wanted to eat the grapes.
2. He could not get at the grapes.
3. I don't want them.

#### 4. THE ASS, THE LION AND THE COCK

An ass and a cock were feeding together in the same place. Suddenly, they saw a lion approaching them. At once the cock crowed in a loud voice. The lion has a strong dislike to the voice of a cock. He therefore ran away as fast as he could. The ass thought the lion was afraid of him, and chased the lion. They were soon far away from the cock. The lion quickly turned about. He seized the ass and tore him to pieces.

#### Assignment

- I. 1. What were the ass and the cock doing ?
2. Where were the two feeding ?
3. What did they suddenly see ?
4. What was the lion doing ?
5. What did the cock do ?
6. On hearing the voice of the cock, what did the lion do ?
7. Why did the lion run away ?
8. What did the ass think ?
9. What did the ass then do ?
10. Why did the ass chase the lion ?
11. Weren't the lion and the ass soon far away from the cock ?
12. Why did the lion quickly turn about ?
13. What did the lion do with the ass ?
14. What happened to the ass ?
15. Don't you think it was a silly ass ?



II. *Use the following in your own sentences :—*

to feed ; to be afraid of ; as fast as ; to turn about ;  
to tear to pieces.

III. *Write two sentences using dislike as a noun, like this : Hari has a dislike to hard work.*

IV. *Complete the following sentences :—*

1. Hari has a liking.....
2. Suddenly a bear appeared.....
3. At once we.....

V. *Underline the adjectives and adverbs in the sentences in the story given above.*

## 5. KING DASARATHA

King Dasaratha ruled at Ayodhya. He had three queens. They were Kausalya, Sumitra and Kaikeyi. Kausalya was the senior queen. Kaikeyi was the youngest queen. She was the King's favourite. In course of time four sons were born to the king. Rama, the eldest, was born of Kausalya ; Lakshmana and Satrughna were Sumitra's sons. Kaikeyi was the mother of Bharatha.

### Assignment

- I. 1. Where did King Dasaratha rule ?
2. How many queens had he ?
3. Who were the three queens ?
4. Wasn't Kausalya the senior queen ?
5. Who was the youngest queen ?
6. Which of the queens was the king's favourite ?
7. How many sons were born to the king ?
8. Which of them was the eldest son ?
9. Of whom was Rama born ?

10. Which of the queens was Rama's mother ?
11. Whose sons were Lakshmana and Sat-rughna ?
12. Whose mother was Kaikeyi ?
13. Who was Kaikeyi's son ?
14. Wasn't Bharatha Kaikeyi's son ?

II. Senior × Junior. When used as adjectives, the words are followed by *to*. Write two other sentences using each word as an adjective.

III. Use the following in sentences of your own :—  
favourite; in course of time : youngest; eldest.

IV. Frame questions for which the following are answers :

1. Dasaratha had three queens.
2. Kaikeyi was the king's favourite.
3. Rama was not Kaikeyi's son.

V. Complete the following sentences :—

1. Queen Kausalya was senior to.....
2. Rama was older than.....
3. Rama was the eldest of.....
4. Bharatha was not so old as.....

## 6. JATAYU AND SAMPATI

Jatayu and Sampati were two eagle brothers. Once they flew up towards the sun. The sun's heat began to scorch them. They grew faint and giddy. They suffered terribly. Sampati loved his younger brother greatly. He wished to save him. He therefore shielded Jatayu with his wings. Still Jatayu was very tired. He closed his wings and dropped down to the earth. The wings of Sampati were burnt. He could no longer fly. He fell down on the Vindhya mountains.

### Assignment

- I. 1. Who were Jatayu and Sampati  
 2. What did they once do?  
 3. How were they affected by the sun's heat?  
 4. Which of them was the younger brother?  
 5. Why did Sampati wish to save Jatayu?  
 6. What did Sampati do to save his brother?  
 7. Why did Jatayu drop down to the earth?  
 8. Why was Sampati unable to fly any longer?  
 9. Where did Sampati fall?

II. *Use the following in your own sentences :—*  
 towards ; to scorch ; giddy ; to shield ; no longer.

III. *Complete the following sentences .—*

1. They were scorched by.....
2. They suffered terribly because.....
3. Jatayu was very tired and therefore.....
4. Sampati could no longer fly because.....

IV. *Fill up the blanks :—*

1. They flew — — the sun.
2. He shielded Jatayu — his wings.
3. He closed his wings and dropped — — the earth.
4. As he could no longer fly, he fell — — the Vindhya mountains.

V. *Write three sentences using very as an adverb, like this :—*

Jatayu was *very* tired.

### 7. HERCULES AND THE CARTER

A carter was driving his loaded wagon along a deep miry lane. The wheels stuck fast in the clay. The horses could not draw them out. Upon this the man fell



on his knees, and prayed to Hercules to come and help him. Hercules appeared before him and said, "You lazy fellow, get up, whip your horses, and put your shoulder to the wheel!" The carter did so. The wheels moved. No one will help a person who does not help himself.

### Assignment

- I.
  1. What was the carter doing?
  2. Where was he driving his wagon?
  3. What sort of lane was it?
  4. What happened to the wheels?
  5. Why did the horses not draw out the wheels?
  6. Why did the wheels stick fast?
  7. What did the carter then do?
  8. What did Hercules say to the carter?
  9. What do you learn from this story?
- II. *Underline the Prepositions in the above passage and name the word to which each belongs.*
- III. *Give the noun forms of:—deep, miry, lazy, loaded.*
- IV. *Use the following in your own sentences:—*  
to fall on one's knees; to help oneself; upon this.
- V. *What is the meaning of the phrase 'to put one's shoulder to the wheel'? Make a sentence using the phrase.*
- VI. *Turn the following into Negative sentences:—*
  1. The wheels stuck fast in the clay.
  2. Whip your horses.
  3. Put your shoulder to the wheel.
  4. The carter did so.



## 8. THE CLEVER CROW

One day a thirsty crow was flying about in search of water. There was no water anywhere. He felt like dying. After some time he saw a pitcher at some distance. He joyfully flew to the pitcher. He found some water in the pitcher, but it was at the bottom. He stooped and tried to drink, but could not reach the water. At last, he saw some pebbles near by. He picked up the pebbles one by one, and dropped them into the pitcher. The water gradually rose to the very brim. Then the crow quenched his thirst and flew away.

**Assignment**

- I. 1. What was the thirsty crow doing one day ?  
 2. How did the crow feel ?  
 3. What did he see after some time ?  
 4. On seeing the pitcher, what did the crow do ?  
 5. Why was the crow unable to drink the water in the pitcher ?  
 6. What did the crow do to make the water rise up ?

- II. *Use the following in your own sentences :—*  
 in search of ; near by ; one by one ; to the brim ;  
 to quench one's thirst ; gradually.

- III. *Write three sentences like this :—*  
 He felt like dying.

- IV. *Fill up the blanks :—*  
 1. He saw a pitcher—some distance.  
 2. He found some water—the pitcher, but it was—the bottom.  
 3. He picked—the pebbles and dropped them. one—one—the pitcher.

V. *Complete the following sentences :—*

1. He was going about.....
2. Though the....., yet he could not reach the water.
3. The crow was unable to quench his thirst because.....

## 9. THE FOX AND THE GOAT

Once a fox fell into a well. For a long while he tried in vain to get out. By and by a thirsty goat came to the well. Seeing the fox below, she asked, "Is the water good?" The fox replied, "It is excellent. I cannot leave off drinking. Come and have a drink." Upon this the foolish goat jumped in. At once the fox sprang upon the goat's back and got out. Then looking down at the goat, the fox said, "Fool, henceforth look before you leap!"

### Assignment

- I.
  1. What happened to the fox once?
  2. What did he do for a long while?
  3. Did he succeed in his attempt?
  4. Who came to the well by and by?
  5. Seeing the fox below what did the goat say?
  6. What did the fox reply?
  7. How did the fox invite the goat to have a drink?
  8. What did the goat do?
  9. How did the fox get out?
  10. What advice did the fox give to the goat?
  11. Don't you think that the fox deceived the goat?
  12. Which of the two animals was cunning?

13. Which of them was foolish ?
14. What do you think was the fate of the goat ?

II. *Use the following in sentences of your own :—*

for a long while ; in vain ; by and by ; to leave off ;  
henceforth.

III. *Make these statements into questions :—*

1. He tried to get out.
2. I cannot leave off drinking.
3. It is excellent.

IV. *Turn the following into negative sentences :—*

1. He tried to get out again.
2. Have a drink.
3. Look before you leap.

V. *Fill up the blanks :—*

1. Once a fox fell——a well.
2. Upon this the goat jumped——.
3. ——once the fox sprang——the goat's back and  
got——.

## 10. THE MAN AND HIS GOOSE

Once upon a time there was a man who had a wonderful goose. She laid him a golden egg every day. He did not like to wait a whole day for a single egg. He thought the body of the goose was full of golden eggs. He wanted to have them all at once. So he killed the goose. He eagerly looked for the eggs, but found nothing.

### Assignment

- I. 1. Why is the goose said to be wonderful ?
2. How many eggs did she lay every day ?

3. What kind of egg did she lay ?
4. How long did she take to lay one egg ?
5. Did she lay more than an egg every day ?
6. How long did the man have to wait for a single egg ?
7. Why did he not like to wait a whole day for a single egg ?
8. What did he do ?
9. Where did he look for the golden eggs ?
10. Did he find the golden eggs ?
11. How did the man then feel ?  
(He felt very sorry. He felt *disappointed*.)
12. Was the man contented ?
13. Was he not greedy ?
14. Wasn't he avaricious ?
15. What do you learn from the story ?

[Be contented. Don't be greedy. Avarice is always punished.]

II. Write two sentences :—

- (a) using *lie* ; like this,  
The book *lies* on the table.
- (b) using *lay* (past tense) ; like this,  
He *lay* in bed all day.
- (c) using *lay* ; like this,  
The hen *lays* an egg.
- (d) using *laid* (past tense) ; like this,  
The Collector *laid* the foundation of our new school buildings.

III. Use the following in your own sentences :—

every day ; a whole day ; to be full of ; to look for.



IV. *Complete the following sentences :—*

1. I should like to——.
2. Do you like to——?
3. He did not like to——.
4. Would you like to——?
5. He wanted to——.
6. You think that——.
7. He was a man who——.

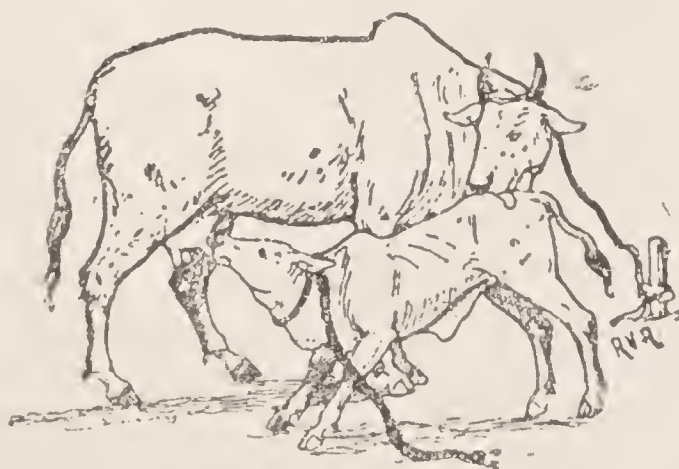
(Complete this in three different ways.)

### CHAPTER III

## EASY TOPICS FOR COMPOSITION

[The exercises in this chapter should be done orally as before. Each exercise may, with advantage, be done two or three times. Then let the teacher select 4 or 5 questions in the exercise and ask class to write down the answers only, in their note books. Finally, the teacher may ask class to close the books and write in their note books five or six sentences on the subject treated in the exercise.]

### 1. THE COW



I.

1. Has the cow a long head or a short head?
2. Are the ears of the cow long or short?

3. How many horns has the cow ?
4. Where are the horns ?
5. Are the eyes of the cow large or small ?
6. How many legs has the cow ?
7. Has the cow a long tail or a short tail ?
8. What is there at the end of the tail ? (a tuft of hair.)
9. What kind of tail has the cow ?  
(a long tufted tail.)
10. Is the skin rough or smooth ?
11. What kind of hoofs has the cow ?  
(cloven hoofs)

## II

12. What does the cow feed on ?
13. What does the cow eat ?  
(grass, gram, oil-cake, etc.)
14. What does the cow give us ? (milk)
15. What do we make from the cow's milk ?  
(curds, butter, ghee, sweetmeats)
16. How do you call the flesh of the cow ? (beef)
17. What do we make from the cow's hide ?  
(shoes)
18. What do we make from the horns of the cow ?  
(combs and other things)

## III

19. Is the cow larger than the sheep or goat ?
20. Is the cow larger than the horse or the elephant ?
21. Which is more useful to man—the cow or the sheep ?  
(—is more useful to man than—)
22. How is the young of the cow called ? (calf)
23. How should we treat the cow ? (kindly)

## IV

24. Have you got a cow in your house ?
25. Of what colour is she ?
26. Has she a name ? How do you call her ?
27. How old is she ?
28. Is she a good milker ?
29. How much does she yield a day ?  
(—seers or measures a day)
30. Has she ever calved before ?
31. How much did you give for her ? (—rupees)
32. What do you feed her on ?
33. How much will her upkeep cost ?  
(—rupees a month.)

## 2. THE HORSE



## I

1. What animals do we keep at home ?  
(cow, dog, horse, cat, sheep, etc.)
2. How do you call these animals ?  
(domestic animals)
3. Which is the largest of the domestic animals ?  
(the horse)

## II

4. Has the horse a long or a short body ?
5. Has the horse a large or a small head ?
6. What kind of neck has the horse ? (arched)
7. Is the hair on the horse's neck long or short ?
8. How do you call the long hair on the horse's neck ? (mane)
9. What kind of legs has the horse ?  
(long and thin)
10. Has the horse a long or a short tail ?
11. Is the hair on the tail rough or smooth ?
12. What kind of hoofs has the horse ? (rounded)
13. Are the hoofs cloven like those of the cow ?
14. Are the ears pointed or hanging down ?
15. Are the eyes large or small ?
16. Is the skin rough or smooth ?
17. Is the hair on the skin short or long ?

## III

18. How do you call a horse that draws heavy loads ? (a dray horse)
19. How do you call a horse used for drawing carts and ploughing ? (a draught (*ahft*) horse)
20. How do you call a horse that is used for riding ? (a riding horse)
21. How do you call a horse that is used for hunting ? (a hunter)
22. How do you call a horse that is used for races ?  
(a racer)
23. Are horses used for ploughing in India ?

## IV

24. Is the horse a strong animal ?
25. Can it go with speed ?

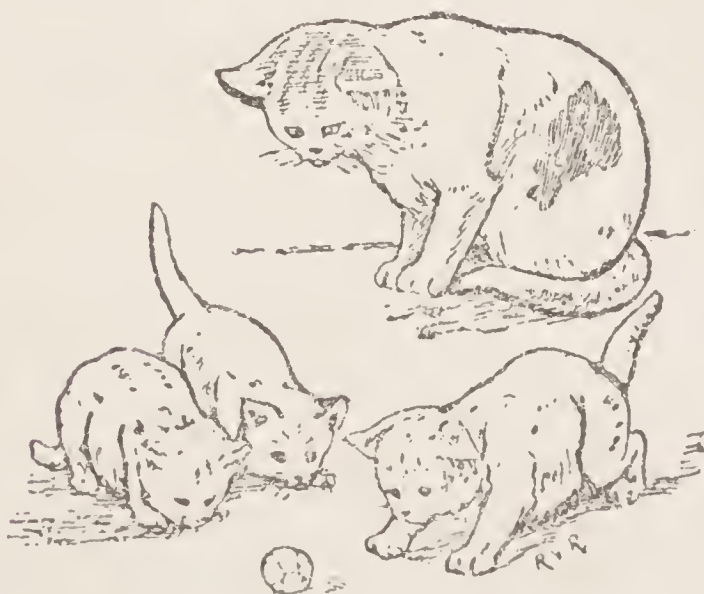


26. Is it beautiful or ugly in appearance?
27. Is it not gentle and faithful?
28. Does it not work patiently?  
Is it not a patient animal?
29. What does the horse eat?  
(grass, hay, oats, gram, etc.)
30. To what uses can a horse be put?  
What kinds of work can a horse do?  
(draw carriages—draw the plough—draw  
guns—carry men—carry soldiers in war—  
riding—hunting—racing)

## V

31. Can you ride a horse?
32. Have you a horse for riding?
33. Can your horse go at a gallop?
34. What age is your horse? (seven years old)
35. What is its height? (twelve hands)
36. What did you give for the horse? (—rupees)

## 3. THE CAT



## I

1. Have you seen a cat?
- . Which wild animal looks like a cat?

3. How do you call the young ones of a cat?  
(kittens)

## II

4. What kind of face has the cat?  
(short and broad)
5. What kind of tongue has the cat?  
(very rough)
6. What colour are the eyes of the cat?  
(yellowish)
7. What kind of teeth has the cat?  
(sharp and long)
8. What kind of claws has the cat?  
(strong and sharp)
9. How do you call the stiff long hair on the  
upper lip of the cat? (whiskers)
10. What kind of coat has the cat?  
(a soft coat covered with thick fur)
11. What sort of tail has the cat? (soft long tail)

## III

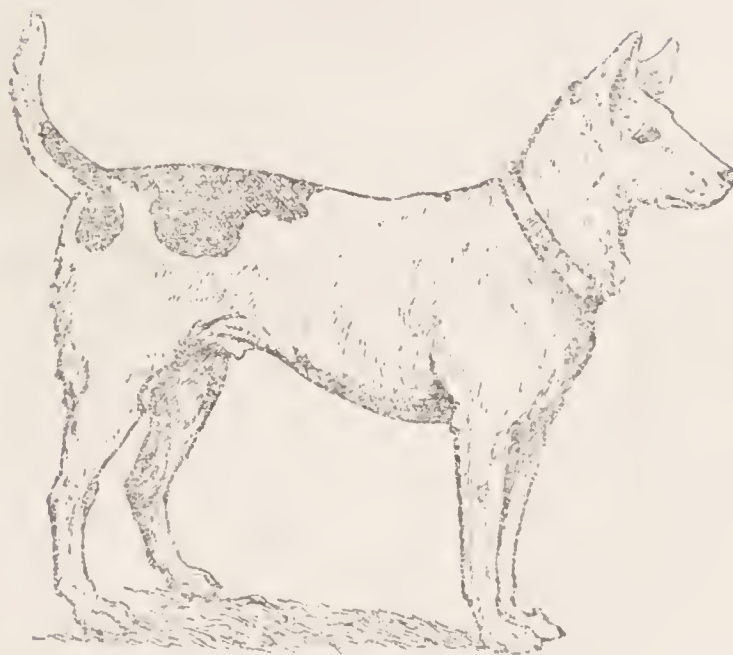
12. What does the cat feed on?  
(rats, mice, fish, birds, meat, milk, etc.)
13. Can the cat see very well in the dark?
14. Why is the cat able to catch the mice in the  
dark? (because it can see very well——)
15. Sometimes you don't see the claws of the cat.  
Why? (are drawn in when not in use)
16. Why does the cat make no noise when it walks?  
(there are soft pads under its feet)
17. Why is the body of the cat covered with thick  
fur? (to protect it from cold—to keep it warm)
18. When does the cat purr?  
(when pleased, when stroked)
19. Can a cat climb a tree?

20. Why does a cat climb a tree?  
(to steal young ones of birds)

## IV

21. A cat is a thief. What does it steal?  
(young birds, fish, milk, sweets, etc.)
22. Why do people keep cats in their houses?  
(to kill rats and mice)
23. Do people keep the cat as a pet?
24. Would you make a pet of a cat?
25. Does the cat eat a cock?
26. Can the cat make a meal of a cock?

## 4. THE DOG



## 1

1. Which of the domestic animals is called man's friend?
2. How do you call the dog that guards the house?  
(house dog)
3. How do you call the dog that watches flock?  
(sheep dog)
4. What kind of dog is used for hunting?  
(a hound)
5. Are dogs trained for the chase?

6. What kind of dogs do the police keep?  
(blood hounds)

## II

7. Has the dog a large or a small head?
8. Has every dog a snout?
9. Are the ears of the dog very long?
10. Are the ears of all dogs pointed?
11. Do the ears of some dogs hang down?
12. What kind of legs has the dog?
13. Do some dogs have short legs?
14. What kind of tail has the dog? (long and bent)
15. Do some dogs have bushy tails?

## III

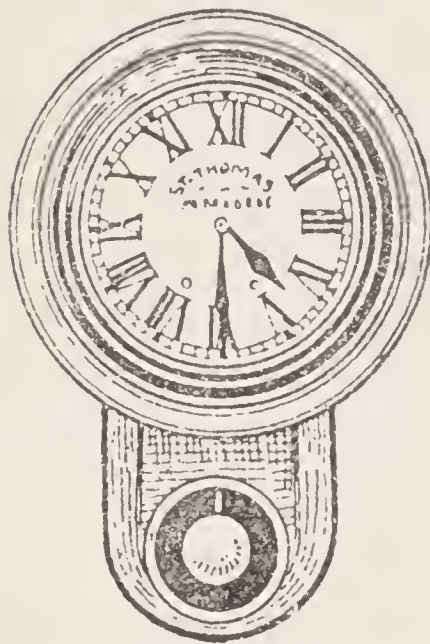
16. What does a dog eat?  
(rice, meat, bones, etc.)
17. Can the dog run very fast?
18. How does it drink water?
19. What does the dog do when in pain? (howls)
20. What does the dog do when pleased? (wags its tail)
21. What does the dog do when it sees a stranger?  
(barks)
22. What are the young ones of a dog called?  
(pups)

## IV

23. Is the dog a useful animal?
24. How is the house dog useful?
25. How is the sheep dog useful?
26. Would you have a cat or a dog to keep as pet?
27. Is the dog faithful to its master?
28. Does it love its master?



## 5. THE CLOCK



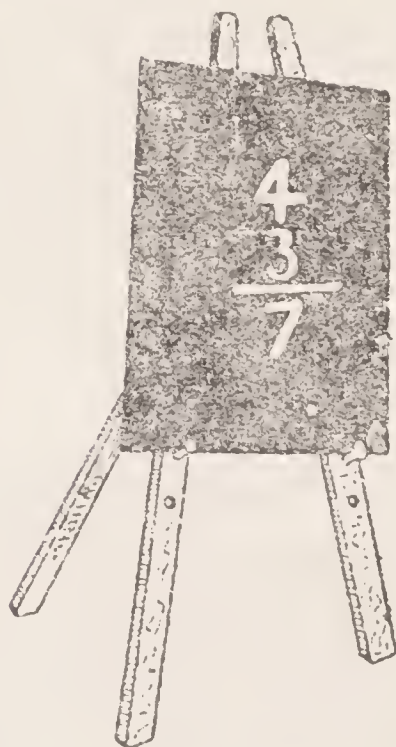
## I

1. What is a clock used for ? (telling time)
2. What is it made of ? (wood and iron)
3. What is the face of the clock called ? (dial)
4. What are the figures for ?  
(telling hours and minutes)
5. How many hands has the clock ?
6. What does the short hand show ?
7. Does the clock strike the hours ?
8. What does the long hand show ?
9. What is the long thing below the dial ?  
(the pendulum)
10. What is the pendulum doing ?  
(swinging ; moving to and fro)
11. Does the clock require winding ?
12. Can it go if you don't wind it ?
13. When it is once wound up, how long will it go ?
14. How often is it wound up, to keep it going ?  
(—every eight days)

## II

15. Where are the hour hand and the minute hand?
  - (a) at 3 o'clock;
  - (b) at half past two;
  - (c) at 12 o'clock?
16. At what time do you go to school?
17. At what time does your school begin work?
18. At what time will you reach home?
19. Is your watch too fast?
20. What is the time now?  
(It's twenty minutes to three.)
21. When does the cricket match begin?  
[It begins at eleven. (11 A.M.)]

## 6. THE BLACK-BOARD



1. Has every class-room a black-board?
2. Can there be a class-room without a black-board?
3. What is the black-board made of?
4. What colour is it?

5. What is its surface like ?  
(smooth and level)
6. What is it supported on ?  
(.....an easel)
7. How many legs has the easel ?
8. How many legs are in front ?
9. Don't you see a number of holes running up  
the middle of the fore legs ?
10. What are those holes for ?  
(to hold the pegs)
11. How many pegs are used in the easel ?
12. Why are the pegs used ?  
(.....to support the black-board)
13. With what do you write on the black-board ?
14. Why is the black-board painted black ?  
(.....the writing with chalk may be seen well  
against it.)
15. How is the writing on it wiped off ?  
(.....with a duster.)
16. How is the black-board useful ?

*Fill up the blanks :—*

The drawing master——on the black-board. The Mathematics teacher —— on the black-board. The History teacher——summaries on the black-board. The Geography teacher——maps on the black-board. The English teacher——difficult words and phrases on the black-board.

## 7. THE RAILWAY STATION

1. Where do you buy a railway ticket ?  
(at the Booking Office)
2. Who sells tickets ?  
(The Booking Clerk—)
3. Who stands at the entrance gate ?  
(The Ticket Collector—)

4. After passing through the entrance gate, where do you enter ? (—the platform)
5. Are there any seats in the platform for passengers ? (—a few long benches—)
6. Are there rooms along the platform ?
7. How are those rooms used ?
8. Is there a book-stall on the platform ?
9. Where is the refreshment room ?
10. How many waiting rooms are there at the station ?
11. Is the third class waiting-room inside the station ?
12. Has the platform a roof over it ?
13. Is there a clock on the platform ?
14. How many porters are there on the platform ?

## 8. THE PARROT

Parrots are found in the warm countries of the world. Parrots are of many kinds and of various colours. Their feathers are brilliant and beautiful. They have strong and round beaks. Their feet are like hands and can hold small objects. They have two toes before and two behind. The toes are supplied with claws. They walk with difficulty. Parrots live chiefly on fruits. They drink and bathe very often. Parrots live very long. Parrots can repeat words, imitate cries of animals, and even whistle. But they do not understand the meaning of the words.

1. In what countries of the world are parrots found ?
2. Are there many kinds of parrots ?
3. Aren't parrots of various colours ?
4. What kind of feathers have they ?
5. What kind of beaks have they ?



6. What are their feet like?
7. How many toes has a parrot?
8. How are the toes placed in each foot?
9. Can a parrot walk easily?
10. What do parrots live on?
11. What do parrots do very often?
12. Are parrots long-lived?
13. Can parrots repeat words?
14. What can we teach a parrot to say?
15. Do parrots understand what they repeat?

### Assignment in Original Composition

#### I

1. *Make six sentences about your class room :—*  
 [First write down the names of six things in the class-room ; like this :  
 table, chair, desks, doors, windows, wall.  
 Say something about each. Use *is* or *are* in each sentence.]
2. *Write down the names of six things you saw as you came to school. Write a sentence about each. Use was or were in each sentence.*
3. *Give a list of six things in your house. Make a sentence about each.*
4. *Write six sentences about your School. These words will help you.—*  
 near your house—building—rooms—Head-master—teachers—playground—games.
5. *Write five sentences about your fountain-pen.*  
 (When bought—where bought—cost rupees—how used—how it writes.)
6. *Write six sentences about your penknife :—*  
 (sharp blade—ivory handle—cost annas—where bought—where kept—how used.)

7. Write six sentences about your friend.  
(his name—where he lives—his age—fond of games—rank in class—dull or intelligent.)
8. Write five sentences about monkeys.  
(their appearance—where they live—habits—food.)
9. Write five sentences, telling of five things you will do to-morrow.
10. Write five sentences, telling of five things you did yesterday.

## II

Write six sentences about each of the following:—

1. The crow. 2. The donkey. 3. The sun. 4. Your home. 5. The school playground. 6. The temple in your village. 7. The clothes you wear. 8. An umbrella. 9. A bullock-cart. 10. The things you have in your pocket.

## CHAPTER IV

## HOW TO WRITE A LETTER

## A Letter to the Teacher

Study the following model carefully and copy it into your note-book:—

I

15, Mint Street,

Madras.

3—1—1933.

II

Sir,

III

Please grant me leave of absence to-day because I am ill.

IV

I am,

Yours obediently,  
S. Balu.